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ABSTRACT

Research studies conducted in Canada are emphasized in this annotated bibliography of adult education research conducted from 1983-1988, although a few studies from the United States and England are included. The entries, arranged in alphabetical order by author's last name, are in English and, occasionally, French. (CML)

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RESEARCH IN ADULT EDUCATION

1983 - 1988

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FOREWARD/AVANT-PROPOS

As the student population ages and the reality of lifelong education becomes increasingly evident, educators in postsecondary institutions such as ours are finding themselves to be more and more in the business of what is known as adult education.

As we assume our role of adult educator, we are often confronted with the need to broaden our understanding of the theory and practice of adult education. To facilitate the pursuit of this knowledge Planning Services undertook to prepare an up-to-date listing of the literature in the field from the years 1983 to 1988

The study resulted in the creation of the following documents:

Volume 1: Thematic description of Research in Adult Education: University and Non-University Research

Volume 2: Bibliography of Adult Education Research from University and Non-University Sources

Volume 3: Annotated Bibliography of Research in Adult Education from 1983 to 1988

Alors que la population etudiante vieillit et que l'éducation permanente devient réalité, les éducateurs d'établissements postsecondaires comme les nôtres se voient de plus en plus engagés dans ce que l'on appelle l'éducation des adultes.

À titre d'éducateur d'adultes, nous ressentons souvent le besoin d'élargir nos connaissances de la théorie ainsi que de la pratique de l'éducation des adultes. En vue de répondre à ce besoin, les Services de planification ont entrepris une étude de la recherche faite dans ce domaine de 1983 à 1988.

À la suite de cette étude, les documents suivants ont été crées:

Volume 1: Thematic description of Research in Adult Education: University and Non-University Research

Volume 2: Bibliography of Adult Education Research from University and Non-University Sources

Volume 3: Annotated Bibliography of Research in Adult Education from 1983 to 1988

All of the above are available both in print form and on computer diskette.

Planning Services wishes to acknowledge the principal investigator, Dr. Dorothy MacKeracher, Director of Graduate Studies and Research at the Faculty of Education of University of New Brunswick for the preparation of these documents.

We also wish to recognize Barbara Gordon, a Graduate Student of the Masters in Adult Education Program at UNB for her assistance in the preparation of Volumes 2, and 3.

It is our hope that adult educators within our system will find in these documents a valuable reference tool.

Tous ces documents sont offerts sur imprimés et sur disquette.

Les Services de planification tiennent à remercier la principale chercheuse, Dr. Dorothy MacKeracher, directrice des études supérieures et de la recherche à la Faculté de l'éducation de l'Université du Nouveau-Brunswick, pour la préparation des documents.

Nous remercions également Barbara Gordon, finissante du programme de maîtrise en éducation des adultes à l'Université du Nouveau-Brunswick, pour son aide à la préparation des volumes 2, et 3.

Nous espérons que ces documents constitueront, pour nos éducateurs d'adultes, un outil de référence des plus précieux.

Janet Higgins
Planning Services/Services de planification

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No author (1984)

Public attitudes to education.

Winnipeg, MB: Manitoba Education, Planning and Research Branch.

A survey of 1,013 persons was conducted by telephone interview. The questions asked were divided into five major categories: 1) quality of education, 2) funding of education, 3) special programs, 4) public involvement, and 5) postsecondary accessibility and continuing education. Responses were analysed by age, gender, place of residence, level of education, and presence of students in the household. Findings show that: (1) public perceptions of the quality of education are neither so positive as to be comfortable nor so negative as to be alarming; with the exception of high school, where concern is stronger, there is qualified support for educational quality; (2) education is seen as reasonably well funded with no public support for increased spending; (3) strong public support for new initiatives in the areas of Heritage Language and sex education and support for programs for special needs students; (4) strong support for increased public involvement in education; and (5) most Manitobans believe that accessibility to postsecondary education is good; there is a large demand for adult education especially among the most affluent and educated.

No author (1984)

Etude des besoins en formation des membres permanents et bénévoles des organismes subventionnés par les programmes des communautés de langues officielles du Secrétariat d'Etat.

Ottawa, ON: Université d'Ottawa, Service de l'éducation permanente.

Etude des besoins en formation des membres permanents et bénévoles d'organisme francophones afin de vérifier s'il existe des besoins en formation et en consultation et dans quels domaines. La population visée comprend tous les organismes francophones subventionnés par le Secrétariat d'Etat à travers son programme des communautés de langues officielles, plus précisément les membres des conseils d'administration, les employés rémunérés et les bénévoles régulariers ne siègeant pas au conseil d'administration.

No author (1985)

Projet-pilote d'un réseau canadien de téléconférence.

Ottawa, ON: Université d'Ottawa, Service de l'éducation permanente.

L'objectif global est de montrer la valeur et la pertinence de l'utilisation de l'enseignement à distance par voie téléphonique dans l'échange de cours à crédits au niveau universitaire entre les institutions francophones et/ou bilingues hors-Québec. Le réseau comprend cinq institutions (Université d'Otttawa, Université de Moncton, Faculté Saint-Jean, Université Sainte-Anne, Collège Universitaire Saint-Boniface) qui sont reliées entre elles par voie téléphonique. Chaque centre est muni d'un équipement qui lui permet de transmettre et de recevoir des messages sonores et visuels ainsi que des données d'ordinateurs.

No author (1986)

A summary and analysis of attrition, 1982/83-1984/85.

Vancouver, BC: Vancouver Community College, Office of Institutional Research.

A report of a study to compare the attrition rates at Vancouver Community College with other British Columbia two-year institutions.

Abbey, D. S. (1984)

Application of dual scaling to adult education research.

Toronto, ON: Ontario Institute for Studies in Education, Department of Adult Education.

Abbey, D. S. (1984)

Empirical testing of Neurolinguistic Programming (NLP).

Toronto, ON: Ontario Institute for Studies in Education, Department of Adult Education.

Abbey, D. S., Hunt, D. E. & Weiser, J. (1984)

Variations on a theme by Kolb: A model for understanding counselling supervision.

Toronto, ON: Ontario Institute for Studies in Education, Department of Applied Psychology.

Examination of the role of the four "learning styles" identified by Kolb, in clinical counselling and in the supervision of counsellors-in-training.

Abran, H. (1987)

L'influence de la musique sur l'apprentissage des adultes.

Mémoires de maîtrise, Université de Montréal.

Alexander, Anne (1986)

The meaning of liberation in adult education as revealed by Moses Coady and the Antigonish Movement.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

Adult education in Canada has historical roots in the social movement tradition. Current trends toward the bureaucratization and professionalization of adult education may jeopardize its strength as a social movement. There is a debate among scholars about whether adult education should merely liberate individuals or have a societal role. In an attempt to understand the meaning of liberation in adult education, the writings of Moses Coady were studied. The use of qualitative research methods enabled the meaning of Coady's ideas to be interpreted in context. This analysis revealed these ideas as providing a critique of society and issuing a challenge to the existing social institutions and systems.

Andreotti, Larry R. (1987)

The effectiveness of clinical supervision versus videotape feedback versus a control to enhance the ability of community college instructors at involving students in classroom discussion.

Doctoral dissertation, University of Oregon.

A comparison was made of the relative effectiveness of two treatments (and a control) at helping community college instructors involve students in classroom discussion. The specific treatments entailed the provision of clinical supervision (combined with videotape feedback), videotape feedback alone, or a control (no feedback).

Anisef, Paul (1985)

Accessibility to postsecondary education in Canada.

Ottawa, ON: Supply and Services Canada.

Regional/provincial analysis of research findings and knowledge concerning educational participation rates in universities, colleges and technical institutes. A conceptual analysis of accessibility and an extensive literature review are also provided.

Avebury Research and Consulting Limited. (1986)

Decade of promise: An assessment of Canadian women's status in education, training and employment, 1976-1985.

Toronto, ON: Canadian Congress on Learning Opportunities for Women.

This research study serves to determine, from a statistical and analytical perspective, whether Canadian women have made any progress in three areas -- education, training and employment -- between 1976 and 1985. These three areas were chosen because they are critical to meaningful improvement in women's economic status.

Ayres, K. (1987)

Student teachers and reflective thinking.

Master of Education thesis, University of British Columbia.

Bailey, L. (1986)

Study-learning and the adult basic education learner.

Master of Education thesis, University of British Columbia.

Bains, G. S. (1985)

A profile of adult educators in Canadian universities.

Canadian Journal of University Continuing Education, vXI, nl, pl2-26.

This paper is derived from a study completed by the author for the Canadian Association for University Continuing Education (CAUCE) in 1983. The rationale for the study was provided by the belief that, since professional staff of Continuing Education Units of CAUCE member institutions had considerable variation in education, training and career backgrounds, it would be useful to study the nature and extent of the variation. The study was undertaken to develop a profile of professional staff in Continuing Education Units. This paper reports the age distribution, male-female ratio in the group, education and training, previous jobs held, work pattern and other professional activities of the respondents. The significance of the results of the study for CAUCE and for the future of continuing education in Canada is discussed.

Bajnok, Irmajean & Wylie, Dorothy (1985)

Ryerson Polytechnical Institute/Toronto General Hospital collaborative critical care nursing certification program: Demonstration project.

Toronto, ON: Ryerson Polytechnical Institute, School of Nursing.
A project to show that a critical care nursing certification program, planned and implemented through a collaborative approach using the resources of the hospital and Ryerson, can effectively prepare nurses at a beginning and advanced level, at a reduced cost to both institutions.

Baker, Janette M. (1984)

The use of audio-teleconferencing in university credit courses.

Toronto, ON: York University, Educational Development Office.

A study to monitor instructor attitudes and changes in teaching methods in a teleconferencing course and students' attitudes toward audio-teleconferencing at the beginning, middle and end of a third-year course. A survey of the use of audio-teleconferencing in credit courses in Ontario and Alberta universities is included.

Baker, Janette M. (1984)

Credit for prior learning from a Canadian pespective.

Toronto, ON: York University, Educational Development Office.

Study examines US systems for granting academic credit for learning that has occurred outside educational institutions, discusses issues related to this concept, describes the Canadian situation and comments on the future of credit for prior learning.

Baker, Patricia (1987)

Doing fieldwork in a Canadian bank: Issues of gender and power.
Resources for Feminist Research, v16, n4, p45-47.

A report on doctoral fieldwork conducted at a large Canadian bank. The researcher interviewed bank employees and took a job as a part-time bank teller for six months.

Baker, W. James (1986)

Self-transformation in early adult males: The Katimavik experience.

Doctoral dissertation, University of Toronto (OISE).

This study examines the processes of self-transformation involved in the transition from adolescence to adulthood and the dynamics of the change processes that occur when new experiences cannot be readily assimilated into the individual's current meaning-making system. Analysis indicates that there is an initial response that defends the existing system by attempting to alter or control the external environment, or to avoid, reject or deny the new experience. Movement into the change cycle becomes possible when the individual realizes that the current way of resolving a dilemma is not producing long-term solutions and begins to focus attention on the need to reassess the assumptions that underlie the current system of giving meaning to experiences. Analysis of the data draws attention to the value of a mentor who can assist the individual to objectify experiences by guiding reflection through three cycles of learning to help develop deeper levels of awareness. The processes involved in the tri-level learning model can provide a way to identify personal meaning and assumptions, and to move toward a redefinition of the self. Implications examine the personal relevancy, the concept of possible self-change without breakdown and some considerations for planning and implementing youth and adult programs which focus on personal growth and development.

Baker, W. James (1986)

Meaning transformation through experience and mentoring.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

This study focuses on the dynamics of the change processes that occur when new experience cannot be readily assimilated into the individual's current meaning-making system and highlights three critical variables which affect engagement in the change process: (1) awareness, (2) opportunity, and (3) mentoring. The conceptual framework of the study represents a synthesis of the developmental theories of Kegan, Mezirow and Anna Freud, and the learning theories of Piaget and Kolb.

Banks, S. (1987)

Informal learning in self-help groups: A qualitative research study of the re-mobilization and development of coping competencies in two stroke clubs.

Master of Arts thesis, Dalhousie University.

Baptiste, G., de Paoli, G., Olmedo, W. & Shamlian, G. (1985)

Etude des besoins et création de cours en techniques d'architecture à l'éducation des adultes.

Saint-Laurent, QU: Collège de Saint-Laurent.

Inventorier et définir les besoins spécifiques des adultes désireux de retourner aux études et intéressés à la technologie du bâtiment. Mise sur pied de cours répondant à leurs besoins. Cerner la place de l'ordinateur dans les diverses fonctions de travail du technicien en architecture et mettre sur pied des activités de perfectionnement visant à une mise à jour de ses connaissances.

Barer-Stein, Thelma. (1987)

On the meaning of learning: Reflections with Dewey.

Canadian Journal for the Study of Adult Education, v1, n1, p25-50.

John Dewey's educative process and Barer-Stein's learning process offer two perspectives that may enhance the adult educator's glimpse of the true meaning of learning. The congruency of these two processes provides a strong basis for speculating that learning and educating may be differing aspects of the same process; that the learning of

children and the learning of adults may be congruent; and finally, that a form of reflective thinking may be central to each and essential to an outcome of personally relevant meaning. Some implications of these speculations for adult educators are offered; other implications are left for individual reflection.

Baresh, K. & Power, D. (1985)

Assessment of a low-cost digital audio system as a means of decreasing production costs.

Richmond, BC: Open Learning Institute.

Examination of the application of the Sony PCM-701EM pulse code modulator system in recording, post-production and mastering of educational audio materials from the point of productivity increase, material cost savings, product quality improvement, long-term master storage improvement and future technological growth.

Baskett, H. K. (1984)

Towards alternate models in continuing professional education impact research.

Canadian Association for the Study of Adult Education Proceedings, University of Guelph, Guelph, ON.

Baskett, H. K. (1988)

Educating the adult educator: Results of a survey of needs for case studies in adult education.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This study examines the use of, need for and interest in the case study method in educating adult educators in Canada. At present only half of current programs are using the case study method. The study concludes that, as a commercial venture, the development of cases to meet such a small market in Canada would not be viable and that the combinations of subject, length, level and complexity required would reduce the demand even further.

Baskett, H. K. & Day, C. W. (1983)

Discrepancies between intentions and practice: Re-examining some basic assumptions about adult and continuing professional education.

International Journal of Lifelong Learning, v1, n2.

Bates, Tony (1986)

Computer assisted learning or communications: Which way for information technology in distance education?

Journal of Distance Education, vl, nl, p4l-57.

Two uses of computers for teaching in distance education are compared and contrasted: systems based on structured, pre-programmed learning materials in which the learner communicates as if with the computer; and systems based on the communications functions of computers, using electronic mail, conferencing and databases to facilitate communication between teachers and students. It is argued that the two systems represent quite different educational philosophies, and for distance teaching at a higher educational level, the communications mode offers a more appropriate, humanistic, and pragmatic route for future development.

Beatty, B. (1987)

Behavioural effects of osteoporosis health education.

Master of Arts thesis, University of British Columbia.

Bedard, René (1988)

Questions reliées à l'autodidaxie.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

L'autodidaxie est en voie d'obtenir un certain status dans le domaine de l'éducation des adultes. Un certain nombre de questions sont encore à l'étude et pour éviter que l'autodidaxie, prenne des directions qui pourraient éventuellement en réduire la dynamique et la richesse, il convient de confronter certaines de ces questions énergiquement avec la réalité.

Bell, D. (1983)

A learning assistance program for the handicapped.

School Guidance Worker, v39, n1, p34-38.

Benedict, D., Collier, F., Mason, B. & Wilkinson, L. (1983)

Learning a living in Canada, Volume I: Background and perspectives. Volume II: Policy options for a nation. Report to the Minister of Employment and Immigration Canada by the Skill Development Leave Task Force.

Ottawa, ON: Supply and Services Canada.

Volume I examines major sector attitudes towards a skill development leave initiative and poses the question, why now? Volume II presents a number of options and mechanisms in support of a lifelong learning strategy in Canada.

Bennett, Tom (1985)

Major field techniques and instruction levels by Canadian instructional developers.

Canadian Journal of Educational Communication, v14, n2, p6-7.

Summarizes findings of a survey of selected members of the Association for Media and Technology in Education (Canada) to identify which instructional development field techniques they utilize and the extent of their use; presents conclusions concerning instructional development's state of the art in Canada; and discusses implications for the future of Canadian instructional development.

Bernard, J-M. & Rheault, C. (1985)

La formation continue des professionnels.

Québec, QU: Office des professions du Québec.

Etablir le bilan de la formation continue des professionnels (régis par le Code des professions du Québec) reçue par l'intermédiaire des corporations professionnelles, des associations professionnelles, des sydicats ou de toutes autres sources.

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Berry, Lois E. (1986)

Adult students in nursing education: An analysis of their characteristics and problems experienced in comparison with younger students.

Master of Continuing Education thesis, University of Saskatchewan.

Bherer, Jean-Pierre (1984)

Les acquis expérientiels.

St-Félicien, QU: Collège de St-Félicien.

Projets de recherche sur le recyclage des gardes-malades auxiliaires oeuvrant depuis plusieurs années à l'intérieur du programme de techniques infirmières. Le projet comporte trois phases dont la présentation à pour but l'évaluation de l'actualization du programme à une clientèle adulte.

Biss, John William (1985)

The Saskatchewan community college: An exploratory case study in policy implementation.

Doctoral dissertation, University of Toronto (OISE).

The intent of this study was to understand the factors that impacted on efforts directed toward implementing the Saskatchewan model of community colleges in two college regions. A conceptual framework consisting of twelve variable clusters was adopted to guide the study and organize the data that was generated. A two-phased case study approach with a field-research orientation was employed to gather data for this study.

Blache, M. (1987)

Caractéristiques des adultes ayant besoin d'une prolongation pour terminer un cours télévisé du certificat en andragogie.

Mémoires de maîtrise, Université de Montréal.

Blackwell, Andrew G. (1987)

Family awakening and parental learning.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

The writings of Miller, Kegan, Reich and Pearce all seem to propose that children's innate developmental blueprints can fully unfold only when they are met with sufficient respect and appropriate trans-parent models in their immediate personal environments. This study examines the extent to which such respect and trans-parency is achievable in daily family practice, and the difficulties faced by parents who let their childraising be guided by the unfolding of their children's inner potential. Data were gathered through in-depth interviews conducted with parents of children in alternative public schools in Toronto. The paper discusses some implications of the experiences and learning of these parents for developmental theory, for peace and conflict studies, and for public educational policy.

Blair, V. E. (1987)

Learning: The process in self-help groups.

Master of Education thesis, University of British Columbia.

Block, L. (1987)

The role of depression in the rehabilitation of industrially injured adults.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Boehnert, Joanna B. & Moore, G. A. B. (1985)

From research to practice: Tying it all together.

New Directions for Teaching and Learning, n23, p83-93.

The University of Guelph's Office for Educational Practice, an administrative unit for instructional development that relies on faculty volunteer leadership and participation, is described and discussed in the context of research on improvement of instructional effectiveness.

Boisvert, Daniel (1987)

Les comportements d'aide des apprenants en tant que membres d'un groupe en téléconférence.

Thèse de doctorat, Université de Montréal.

Deux objectifs principaux ont guidé les travaux de la recherche: décrire les caractéristiques principales des apprenant(e)s adultes inscrit(e)s à des cours par téléconférence et identifier les comportements d'aide qu'ils (elles) jugent les plus importants envers eux-mêmes et envers les autres pour faciliter leur apprentissage. Une classification et un regroupement des énoncés formulés par les répondant(e)s ont permis d'identifier les comportements importants selon les adultes eux-mêmes et de distinguer ces comportements selon trois classes d'importance différente.

Borland, R. S. (1986)

Continuing education of the entrepreneur: A survey of the software development industry in British Columbia.

Master of Education thesis, University of British Columbia.

Boshier, Roger (1983)

Education inside: Motives for participation in prison education programmes.

Ottawa, ON: Ministry of the Solicitor General.

This study analyzed the motives of inmates participating in prison educational programs in Canada. During the study, a prison Education Participation Scale (EPS) was developed to measure the interrelationship among motivational orientations and the following factors: inmates' personal characteristics, criminal background, present offence and sentence, institutional history, and educational background. The motivational variables examined on the scale could be grouped into five broad areas: personal control, self-assertion, outside contact, self-preservation, and cognitive interest. The inmates surveyed had higher mean scores on personal control and cognitive interest than on the remaining factors. Examination of the survey correlations matrix revealed that conservatism and having a relative noted on an inmate's file were the variables most strongly associated with personal control scores. The correlation between conservatism and a desire to obtain education in order to gain more self-control led the researcher to theorize that since conservatism is often evoked by a harsh environment, antecedents of conservatism such as a bad marriage or a broken home are likely to evoke motivational variables that mediate the relationship between the origins and behavioral tendencies associated with conservatism. Based on this theory, the researcher formulated a number of recommendations pertaining to the structuring of prisons as lifelong learning institutions.

Boshier, Roger (1983)

An A.B.E. oriented form of the Education Participation Scale.

Adult Education Research Conference Proceedings, Montreal, QU.

Study designed to create an A.B.E. oriented form of the EPS, the Basic Education Participation Scale, and to establish norms with selected populations. The instrument was administered to 280 participants in A.B.E. programs at Vancouver Community College.

Boshier, Roger (1984)

Beyond ambulance driving: A conceptual and empirical perspective on adult education program planning theory.

Adult Education Research Conference Proceedings, North Carolina State University, Raleigh, NC.

This study involved the use of the EPS to examine the motivational orientations of men and women participants in six age categories. A discussion of the implications of the results for adult education program planning theory is included.

Boshier, Roger (1985)

Revolting soldiers: The origins of education in the armies of the Empire in World War I.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

An historical study of the use of adult education to alleviate boredom and to divert potential revolts by bored soldiers during the stalemate of World War I.

Boshier, Roger (1985)

Conceptual framework for analyzing the training of trainers and adult educators.

Convergence, vXVIII, n3-4, p3-22.

In many parts of the world the adult education movement is experiencing an

unprecedented boom as people grapple with new technology, social turbulence and uncertainty about the future. In other places adult education is in a hiatus induced by government cutbacks. Despite setbacks, the conceptual and operational boundaries are expanding and encompasing people from allied fields who have not hitherto seen themselves as adult educators. Today, there is a profound need to train new and existing personnel in a manner congruent with the ethos of the field. Even recalcitrant governments are coming to see that an educated citizenry is an essential corollary of economic development, national unity, and cultural well-being. Societies that compete successfully in international markets, satisfy the cultural yearnings of different groups and harness new technologies, all place high priority on the education of adults, and as a result, need trained personnel.

Boshier, Roger (1987)

Horizontal integration in the context of lifelong education: A conceptual analysis.

Adult Education Research Conference Proceedings, University of Wyoming, Laramie, WY.

An examination of the key variables that comprise lifelong learning education and an analysis of socio-philosophical perspectives and policies associated with attempts to foster horizontal integration.

Boshier, Roger (1988)

Reliability and validity of the alternate form of the Education Participation Scale.

Adult Education Research Conference Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The reliability and validity of an alternate form of the EPS containing seven six-item factors was established through analysis of data obtained on 845 subjects in Asia and Canada.

Boshier, Roger (1988)

Socio-psychological factors in electronic networking.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purposes of this study were to analyse recent uses of electronic mail for the purposes of adult education; and to discuss the significance of the "affect" generated by two contrasting computer-based conferences.

Boshier, Roger & Clarke, Grant (1983)

Psycho-behavioral correlates of motives for participation in prison education programmes.

Canadian Association for the Study of Adult Education Proceedings, volume I, Ontario Intitute for Studies in Education, Toronto, ON.

According to one influential body of opinion, criminals are intransigent, and in view of the fact "nothing works", ought to be "warehoused" in penitentiaries. One ray of light that pervades this climate of pessimism is the notion of organizing prisons in accord with an "educational model". Central to this notion is the need to facilitate inmate participation in education programs. In this study, 102 inmates in four federal penitentiaries completed a prison-oriented Education Participation Scale. One of the most influential predictors of motives for participating was the inmate's score on the conservatism scale. This paper presents brief motivational profiles for three inmates. The main focus was on the cluster of variables that predicted the tendency to enrol for personal control. Inmates most likely to enrol for personal control reasons had hgher conservatism scores and were more likely to have a relative noted on their Transfer Board file than were those with low personal control scores. It was noted that "senior" students were significantly more liberal than "beginning" students. It appeared that inmates become more liberal as they become better educated. However, this change is in conflict with prison policies because it is conservative, not liberal inmates, who are rewarded with transfers to lesser security. Longitudinal studies of this phenomenon are needed, but at this stage, it appears that the goals of education programs are in conflict with other aspects of inmate management.

Boshier, Roger & Collins, John B. (1983)

Education Participation Scale factor structure and norms for 12,000 learners.

International Journal of Lifelong Learning, v2, n1, p163-177.

Boshier, Roger & Collins, John B. (1985)

The Houle typology after twenty-two years: A large-scale empirical test.

Adult Education Quarterly, v35, n3, p113-130.

In this study, Educational Participation Scale data from 13,442 learners in Africa, Asia, New Zealand, Canada, and the United States were combined and subjected to a cluster analysis designed to examine the extent to which Houle's typology fitted the phenomenological reality that exists within adult education participants.

Boshier, Roger & Nickerson, Veronica (1983)

Purposes of adult education: An instrument and model.

Adult Education Research Conference Proceedings, Montreal, QU.

This study was designed to develop an instrument to measure educator's perceptions concerning the purposes of adult education as perceived by people in different parts of the world, create norms against which new populations could be compared, and examine relationships between the perceived purposes of adult education and various socio-demographic and cultural variables.

Bottomley, J. & Fischer, H. (1985)

Course material management system.

Richmond, BC: Open Learning Institute.

Design of a computerized inventory system which is integrated with the OLI's computerized student records and accounting systems (DETReMS) and can manage individual courseware items as well as entire courses.

Boudreault, Gilles (1984)

Vocation régionale du collège de la Gaspésie.

Gaspé, QU: Collège de la Gaspésie.

Le projet a pour objectifs l'identification des problèmes, la formulation de recommandations, la préparation de l'action et le choix des orientations à prendre, la proposition d'axes de developpement général et la définition du processus permanent de révision. Les étapes nécessaires à la réalisation du projet sont l'analyse des indicateurs statistiques sur la clientèle au collège, les consultations internes et externes au collège, et la formulation des recommendations.

Boulouffe, Jacqueline (1984)

The destabilization of interlanguage as intent and form fluctuation.

Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages, Houston, TX.

Research on interlanguage (IL), the intermediary language produced by a learner, has concentrated on procedures to stabilize interlanguage at a given point, and on stabilized products, rather than on the destabilization that occurs when learning is pursued. In this study, IL destabilization was explored in interviews with 8 students of English as a foreign language. The students' participation in three cognitive operations was highlighted: (1) their perception of what to say (intent); (2) their retrieval of available expressions (form); and (3) the adjustment of intent and form. Based on the results, it is argued that variability in IL depends on the fluctuation of intent and form in each learner's destabilization process as well as on subsystems and styles being stabilized differently. Hence, it may be more helpful and pedagogically more relevant to assist the cognitive operation that promotes the destabilization of IL and the intake of the target language than to provide new input or feedback.

Boulter, C. (1987)

Body image, visualization and personality.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Bourgeault, Guy (1984)

Perfectionnement professionnel et universités québecoises: Emergences et convergences.

Canadian Journal of University Continuing Education, vX, n1, p40-52.

Bowker, R. (1987)

A comparison of work values across church groups.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Boyd, E. & Fales, A. W. (1983)

Reflective learning: Key to learning from experience.

Journal of Humanistic Psychology, v23, n2, p99-117.

Reflective learning is the process of internally examining and exploring an issue or concern, triggered by an experience, which creates and clarifies meaning in terms of self, and which results in a changed conceptual perspective. This process is central to understanding the experiential learning process. The process was identified through analysis of three distinct sets of data, including sequential interviews, single interviews, and written questionnaires, using three separate samples. The sequential interviews revealed a pattern of becoming aware of one's own reflective learning patterns and deciding to use them consciously. Then, the six stages in the reflective learning process are abstracted and described. Implications of the process for personal change and growth, for facilitating learning from experience and changing perspectives, and for further research are also discussed.

Boyd, Sandra D. & Law, Diana C. (1988)

A study of the impact of education on nursing students' attitudes toward cancer and cancer patient care using a Solomon four group design.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purposes of this study were to measure changes in attitudes following academic and clinical learning; to explore correlates of the attitudes of senior nursing students toward cancer and cancer patient care; and to observe the degree of stability of these attitudes over time.

Bray, Catherine (1987)

How do girls and women learn to move? A new question for feminist researchers.

Resources for Feminist Research, v16. n4, p39-42.

This study seeks to develop a model of female motor learning based on the categories proposed by Belenky et al. in Women's Ways of Knowing.

Bray, Catherine (1988)

Women's studies at a distance: Experiences of students and tutor.

Canadian Journal of University Continuing Education, vXIV, n2, p50-67.

This article is grounded in the experiences of women students and the author, a tutor in the Athabasca University Women's Studies program during its inaugural year (1985-1986). The distance delivery methods used for the program's introductory course are outlined, characteristics and needs of students in the course are described, strengths and weaknesses of the delivery methods are evaluated, and implications are drawn for the practice of university continuing education (in the field of women's studies and through distance education).

Breen, M. J. (1988)

Taking care: A handbook about women's health.

Kingston, ON: Thorn Press Limited.

This book describes the results of a study to develop health care information for women with low level reading skills.

Brook, Paula A. (1986)

Occupational socialization of women in post secondary career education programs.

Doctoral dissertation, University of British Columbia.

This study examines the acquisition of occupational role identification in postsecondary occupational programs designed to prepare women for employment in jobs traditionally held by men (nontraditional) and those traditionally held by women (traditional). Overall, the evidence suggests that learning environments can facilitate occupational socialization to nontraditional occuptations by helping women to understand and overcome perceived barriers. A nontraditional career exploratory program appears to have been more effective in fostering nontraditional occupational socialization than either a traditional program or other nontraditional programs.

Brook, Paula & Owens, Margaret (1988)

Team tutoring: Doubling the assistance to distance learners.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This study describes a team-tutoring experiment at the University of British Columbia. Seeking ways to maximize support to distance education students, two experienced tutors joined forces to double the assistance in order to enhance learning available to students of one specific course. A major consideration was the perception of the distance students about the usefulness and effectiveness of the team-tutoring approaches.

Brooks, Carol (1987)

Kina Waabge: The circle of learning.

London, ON: Nokee Kwe Occupational Skills Development Program.

A summary of the use of learning styles in native adult education programs.

Brooks Smarz, V. L. (1986)

Volunteer training programs: The case of the Canadian Red Cross British Columbia/Yukon Division.

Master of Education thesis, University of British Columbia.

Brose, L. R. (1987)

Nursing students as adult learners.

Master of Education thesis, St. Francis Xavier University.

Brown, Joletta K. (1987)

An evaluation of the new initiatives in Manitoba's Postsecondary Adult and Continuing Education Division, Manitoba Education.

Winnipeg, MA: Manitoba Education, Planning and Research Branch.

An examination of initiatives designed to impact on strategic planning and delivery mechanisms related to postsecondary education, training and employment (including adult, continuing and distance education); organizational structures; curriculum/program (transition to individualized, competency-based learning systems and CAL); student accessibility and retention; part-time study; and student information systems.

Brown-Hicks, Joan (1987)

The adult learner and the role of the public library: Present and future directions for the Halifax City Regional Library.

Master of Arts thesis, Dalhousie University.

Bruck, Margaret (1985)

The adult functioning of children with specific learning disabilities: A follow-up study.

In I. Siegel (Ed.), Advances in applied developmental psychology. Princeton, NJ: Ablex.

A growing body of data shows that childhood learning disabilities persist and constitute a lifelong condition. Adults with childhood diagnoses of learning disabilities continue to exhibit reading, spelling and mathematics problems.

Brundage, Donald H. (1986)

The maturation process and learning.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

The evolution of theoretical models to explicate learning and adult development has increased dramatically in the last decade. While some theorists present models which demonstrate linkages between learning and development, clear preference is given to one or another of these major areas of study. This study presents an integrated model of learning and adult development showing how the four domains of learning (psychomotor, cognitive, affective and transpersonal) converge to produce a self-concept and self-esteem which move along a maturational gradient. Implications for practice are discussed.

Burbridge, R. (1987)

The effect of self-directed learning on the development of a learner's cognitive ability.

Master of Education thesis, St. Francis Xavier University.

Burge, E. J. & Fales, A. W. (1984)

Andragogy in distance learning evaluation.

Distance Education.

Burge, E. J., Roberts, J. M. & Waldron, M. W. (1984)

Audioteleconferencing in continuing education: A case study with implications.

Canadian Journal of University Continuing Education, vX, n2, p20-31.

Burge, E. J., Wilson, J. & Mehler, A. (1984)

Communications and information technologies and distance education in Canada. Report to UNESCO from the New Technologies in Canadian Education Study.

Toronto, ON: TVOntario.

Outline of the uses of new technologies for delivering course material to off-campus students at universities, colleges and institutions created especially for adult distance education, with a discussion of issues and possible directions.

Burnham, Byron R. (1984)

Program planning as technology in three adult education units.

Doctoral dissertation, University of British Columbia.

Study of differences in program planning in the adult education units of a school, a community college and a university. Conceptualized as techology (defined as the actions of an individual to change some object), program planning was classified as long-linked, mediating or intensive technology. Data were gathered by interviews with program planners and produced 128 specific planning tasks which were classified into technology types. Data also provided information about each unit's contextual setting which was found to strongly influence the technology prevalent in each unit.

Bushko, Cecile June (1986)

Attitude change of student nurses toward death and dying.

Master of Education thesis, University of Alberta, Department of Education Administration.

Butterwick, Shauna (1986)

A comparative review of consciousness-raising and conscientization.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

The study contrasts and compares Paulo Freire's notion of conscientization with the feminist perspective of consciousness-raising. The argument is made that comparing Freire's perspective to the feminist view is useful in two ways. First, it provides a way of analyzing conscientization, particularly those aspects considered generic, and therefore of universal applicability, by transferring Freire's abstract descriptions into a concrete example of social movement. Second, the analysis is used as a tool for viewing the development of consciousness-raising as a liberating educational process of the feminist movement.

Butterwick, Shauna (1987)

Learning liberation: A comparative analysis of feminist consciousness-raising and Freire's conscientization method.

Master of Arts thesis, University of British Columbia.

As a result of a comparative analysis of the philosophy and practice of Freire's notion of conscientization with the feminist practice of consciousness raising, a framework from which to evaluate other similar learning activities within social movements has been suggested.

Butterwick, Shauna (1988)

Re-entry for women: This time it's personal.

Adult Education Research Conference Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

A re-entry program training women for clerical work was studied with particular focus on the experiences of the women who participated. Viewed from a feminist perspective, the analysis reveals that tensions and contradictions exist between the goal of training women to be good employees able to re-enter the paid work force and that of achieving economic and social equality for women.

Calamai, Peter (1987)

Broken words: Why five million Canadians are illiterate. The Southam Literacy Report. A Special Southam Survey.

Toronto, ON: Southam Newspaper Group.

A compilation of articles on literacy which originally appeared in newspapers across Canada during September, 1987. Most are based on the extensive findings of a national literacy survey of over 2,000 Canadian adults commissioned by Southam Inc., and personal interviews with more than 100 literacy workers and learners.

Calvert, J., Timmers, S., Dhanarajan, G., Ghani, Z., Williams, I. & Singh, N. (1985)

Cross-cultural transferrability of science distance education material.

Richmond, BC: Open Learning Institute.

Involving Asian, Central Pacific and North American distance education institutions, the project identified key variables affecting cross-cultural transfer of science courseware for distant learners. Institutional, attitudinal, cultural and courseware-related factors are considered.

Cameron, Judith Anne (1986)

Interaction styles and success at problem solving by non-native speakers of English.

Master of Education thesis, University of Alberta, Department of Educational Foundations.

Campbell, D. D. (1984)

The new majority: Adult learners in the university.

Edmonton, AB: University of Alberta Press.

An analysis of the continuing education function of the university.

Campbell, D. D, & Pasemko, M. E. (1985)

Continuing professional education in physical therapy, occupational therapy and speech-language pathology: A field study.

Edmonton, AB: University of Alberta, Faculty of Extension.

An analysis of continuing professional education needs in the four Western provinces.

Campbell, H. (1987)

The effect of short term intervention procedures by hearing-aid practitioners on self-esteem of adults with acquired hearing loss.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Campbell-Budden, Sandra (1984)

Communications and information technologies in community colleges in Canada. Report to UNESCO from the New Technologies in Canadian Education Study.

Toronto, ON: TVOntario.

Examination of the use of educational technologies, faculty training and attitudes to media use, government and college policies regarding software and hardware distribution, new curriculum offerings related to technology, and examples of college use of teleconferencing, Telidon and videodisc.

Candy, Philip C. (1985)

Microscope or telescope: The place of metaphor in adult education research.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

Examines the process of retroduction or abduction, whereby models, theories or characteristics from one field are applied to another, as metaphors from the latter. It is contended that the entire research process can be conceived of in metaphorical terms and that research activity can be viewed as, for instance, exploratory surgery, mining, surveying, investigative journalism, and so on. Each metaphor carries with it profound implications for the research tools to be used and processes to be followed, as well as for the view of truth which is assumed.

Candy, Philip C. (1987)

Reframing research into self-direction in adult education: A constructivist perspective.

Doctoral dissertation, University of British Columbia.

Carley, Robert & Waldron, Mark W. (1984)

Quality assurance and continuing education.

Canadian Journal of University Continuing Education, vX, nl, p53-67.

During the 1970's and 1980's, continuing education in North America has undergone considerable growth. The provision of continuing education is no longer a locally based activity provided by small organizations on an ad hoc basis. Accompanying this growth, there is increasing concern regarding the quality of programs offered to adult learners. Inherent in the design, development and delivery of continuing education programs, are factors that are unique to adult education: foremost is the voluntary nature of adult learning. It has been said that adults will "vote with their feet; if they don't like a particular learning experience, they will complain, and if not satisfied, they will leave". This voluntarism has a pervasive effect upon all decisions made and procedures carried out by continuing education administrators.

Carlisle, M. M. (1986)

Early agricultural education in British Columbia: The pioneering role of the Farmers' Institute.

Master of Arts thesis, University of British Columbia.

Carney, Robert J. & Archer, Walter (1988)

Distance delivery to northern sites by computer conference.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purpose of this paper is to discuss the use of computer conferencing as a distance education delivery mode in Alberta.

Carroll, E. (1987)

Learning for social action: Perspective transformation and conscientization contrasted and analyzed.

Master of Education thesis, University of British Columbia.

Carver, E. Joyce & MacKay, Ruth C. (1986)

Equal opportunity for learning: How effective are graduate level credit courses taught through audioteleconferencing?

Canadian Journal of University Continuing Education, vXII, nl, pl6-3l.

A traditional lecture-seminar graduate nursing course in research methods taught to six students on-campus was compared with the same course taught by teleconference to 22 students at three distant sites. Evaluation by tests and course grades showed achievement to be similar for the two teaching modes. Students at the distant sites rated audio-teleconferencing positively, requesting further courses. Advantages of teaching by teleconference are noted for graduate education and continuing professional education for women. Teleconference offers a promising avenue for increasing equality of learning opportunities at the graduate level.

Case, N. (1987)

An examination of adaptability and cohesion: Implications for adult education with anatomical male transsexuals.

Doctoral dissertation, University of Toronto (OISE).

Castellano, Marlene B. (1986)

Collective wisdom: Participatory research and Canada's native people.

Convergence, vl9, n3, p50-53.

The author describes the process and development-related benefits of "participatory research". Her example is of the efforts of Canada's native people to resolve the issue of family and child welfare

Cervinskas, J. (1984)

Telehealth: Telecommunications technology in health care and health education in Canada. Report to UNESCO from the New Technologies in Canadian Education Study.

Toronto, ON: TVOntario.

Ceschi-Smith, M. & Waldron, M. (1983)

The occupation-oriented adult learner.

Canadian Journal of University Continuing Education, vIX, n1, p10-13.

Chamberland, Estelle (1988)

La création de contexte dans une situation d'apprentissage spontané.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

La compréhension des interactions dynamiques des divers mode de pensée et en particulier l'imaginaire et le rationnel souvent antagonisés-ainsi que leur rôle et leur impact sur l'apprentissage spontané constitue la préoccupation de base de cette recherche.

Chan, C. (1987)

Distance education as a new impetus for adult learning: A study of the development of a unique program in Hong Kong.

Master of Education thesis, St. Francis Xavier University.

Chang, Kathryn L. (1983)

An investigation of the curricular and occupational reading demands of the plumbing trade.

Master of Arts thesis, University of Calgary.

The vocational reading demands of the plumbing trade were investigated to compare the curricular reading demands encountered by apprentices in the educational setting and the occupational reading demands encountered by journeymen in the actual job situation. A secondary purpose of the study was to examine the role and treatment of reading, as both an educational tool and a vocational skill, in the education/apprenticeship situation. Three conclusions were drawn from the findings: l) the curricular and occupational reading demands of the plumbing trade are different in terms of the variety, complexity, frequency, perceived importance, general and specific strategies, and time involved; 2) the vocational reading demands appear to be extensive and diverse; and 3) reading is only minimally treated as a concern in the educational setting and some minor reading-related problems do exist.

Chapman, Donald E. (1986)

An interpretive study of the circumstances of married, mature-age, undergraduate university students.

Doctoral dissertation, University of Alberta.

Chapman, Donald E. & Fisher, John R. (1988)

Education information brokering and referral services in Alberta: A potential resource for adult learners.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This study describes the findings of a survey conducted to examine and describe the nature of adult education information brokering and referral activities in the province of Alberta. The authors were unable to find organizations whose main purpose is adult education information brokering and referral; and learned that educational brokering services in Alberta generally exist as part of organizations providing direct training or employment placement services, in which information and referral services are secondary to other services.

Chapman, Donald & Tautchin, Virginia (1988)

On campus: A program at university for adults with severe mental disabilities

Canadian Association for the Study of Adult Education Proceedings, Unversity of Calgary, Faculty of Continuing Education, Calgary, AB.

This paper provides an image of the individuals being served by the On Campus Program and attempts to convey some sense of the personal experiences of some of those involved. The authors sketched the socio-political context from which the On Campus Program emerged and outlined the theoretical conceptualizations and practical considerations which have shaped the program's organization and operation. After a year of operation, the benefits achieved by the On Campus Program experiment in postsecondary education suggest it is worth continuing.

Charbonneau, B. (1983)

Essai de validation de l'échelle de participation aux études auprès de populations adultes.

Hull, QU: Université du Québec à Hull, Département des sciences de l'éducation.

Traduction et adaptation du questionnaire "Educational Participation Scale" et vérification de sa fidélité auprès de trois groupes de population d'apprenants adultes.

Charbonneau, F. (1985)

Enseignement de la psychologie à l'éducation des adultes.

Saint-Laurent, QU: Collège de Saint-Laurent.

L'objectif consiste à explorer les solutions de rechange possibles en enseignement de la psychologie à l'éducation des adultes, principalement sous forme de services offerts à la collectivité, qui sauraient à la fois correspondre au calibre de compétence propre à une institution de niveau collégial et s'adapter aux besoins particuliers de la population locale de Saint-Laurent.

Chaytor, Kaireen M., Chaytor, Douglas V. & Poel, Dale H. (1988)

University based continuing professional education: More than meets the eye.

Adult Education Research Conference Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This study explores the possibility for reconceptualizing the rationale for university-based continuing professional education. Data gathered by a survey of practising dentists and faculty members participating in a university continuing education program were analysed for evidence of the program's contribution to university-community relations.

Chaytor, Kaireen M., Murphy, Joseph & Chaytor, Douglas V. (1988)

The politics of evaluation studies in adult education.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This study questions whether or not the evaluation processes most popular in adult education have the potential to influence the policy making processes which bear on adult education.

Chell, V. M. (1987)

Importance of using media in the skills training of adults in the workplace.

Master of Education thesis, St. Francis Xavier University.

Chene, Adele (1985)

Hermeneutics and the educational narrative.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

The study explores the potential of the educational narrative in expressing the main transformation one undergoes in an educational program and in understanding the meaning of one's learning experience, and the relevance of hermeneutics for adult education practice and research.

Chene, Adele (1988)

From the text to the adult learning trajectory.

Adult Education Research Conference Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purpose of this research was to build, from an analysis of adults' narratives, a model of adults' trajectory of learning. Hermeneutical in its approach, it relies on structural analysis for its method.

Chene, Adele & Painchaud, Gisele (1987)

The aging worker's potential and training practice.

Adult Education Research Conference Proceedings, University of Wyoming, Laramie, WY.

A review of the literature of the cognitive potential of aging adults (those 45 years and over) and of their ability to adapt to the technological and structural changes of the workplace is presented and compared with the results of two case studies of the current training practices in two large organizations.

Cheng, Wing-Chung (1986)

The development of teacher education in an urban Chinese community.

Doctoral dissertation, University of Alberta, Department of Education Foundations.

Clarke, B. & Winzer, M. A. (1983)

A concise history of education of the deaf in Canada.

A.C.E.H.I. Journal, v8, n1, p36-51.

Clarke, Grant S. (1985)

Changes in role identification among inmate learners.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

The purposes of this study were to develop a model of the changes in role identification thought to occur among inmates who participate in a prison university program, and to test the model against the perceived experience of a group of inmates enrolled in the program.

Clarke, Grant S. (1987)

Breaking with tradition: Role development in a prison-based baccalaureate program.

Doctoral dissertation, University of British Columbia.

Cloutier, Renee (1984)

Access of women and minorities to higher education: Changes in taste and colour without chemical changes, Part 1.

Paper presented to the Joint Conference of the American Educational Research Association, Division J, and the Association for the Study of Higher Education, San Francisco, CA.

The accessibility of higher education to women and minorities was studied with a focus on the University of California, Berkeley. Information was also obtained on the University of California system, and the community college system. In order to provide comparative information, access of women to l'universite Laval, Quebec, was also assessed. Research questions included: Which minority groups have gained the most from higher education? Have women belonging to minority ethnic groups made the same gains as their male counterparts? Have white women made higher gains than white men? To which socioeconomic strata do minority ethnic groups belong? Additional information on the access of women and minorities to higher education included: the types of institutions attended, the levels of study being pursued, and degrees conferred. The following ethnic groups were considered: American Indian, Asian, Filipino, Black, Hispanic and White. Institutional factors that appear to restrict access to higher education for women and minority ethnic groups are identified.

Cochrane, W. L. (1987)

The role of corporate education in a changing financial marketplace.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

The financial industry is in a state of change. In the bank/trust industry, specialists are becoming generalists. Mergers and acquisitions make new demands on employees. This study examines how the financial industry is responding to these changes, particularly in terms of education. Data were gathered through interviews and questionnaires concerning the value and kind of corporate education considered important to equip employees to face changing job demands.

Colbow, J. (1987)

Sexually explicit materials and attitudes toward women.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Cole, I. A. (1986)

English as a second language in business.

Master of Education thesis, University of British Columbia.

Colert, Sherril (1983)

High school equivalency and high school diploma students at Brandon University: A comparison of academic success.

Washington, DC: American Council on Education, GED Testing Service.

This study compared the levels of academic achievement of high school equivalency students and high school diploma students as measured by grade point averages and proportion of credit hours passed. The problem was whether students with a high school equivalency certificate could be as academically successful in a university program as high school graduates. Results supported the findings of others pertaining to high school equivalency students achieving the same level of academic success as high school diploma students. No significant difference was found between the distribution of grade point average scores or average ratios of credit hours passed to credit hours attempted of the two groups of students.

Colert, Sherril (1984)

A study of the academic achievement, attrition and group reactions of high school equivalency students attending Brandon University.

Doctoral dissertation, Nova University.

The academic achievement and attrition of high school equivalency students attending Brandon University were studied, as were the students' reactions to college life. The students, who received a high school equivalency certificate after completing the tests of General Educational Development (GED), were admitted to the university as regular students. For 94 equivalency students who attended the university for at least one term between 1972 and 1984, profiles were developed that covered age, sex, degree program, GED test scores, and participation in academic testing, advisement, and learning skills assistance. Students were administered the Attitude Scale Screening Form A-2 of the Career Maturity Inventory and the Student Reactions to College questionnaire. Based on the findings, it is projected that high school equivalency students who have high GED scores, are female, are over age 26, are taking non-degree courses, and are likely to be academically successful. Additional findings and recommendations are presented, along with statistical tables, a literature review, a chronology of the

GED, and the study questionnaires.

Collard, Sue & Law, Michael (1987)

Perspective transformation: A critical theory or the dissolution of praxis?

Adult Education Research Conference Proceedings, University of Wyoming, Laramie, WY.

A close reading of Mezirow's theories on perspective transformation shows them to be unsoundly grounded in Jurgen Habermas' theories of communicative action. The method employed was a concept analysis of Mezirow's published works to determine their internal consistency and adherence to the principal theoretical source cited, that of Habermas.

Collette, S. P. (1983)

Community and parental influence: Effects on student motivation and French second language proficiency.

Quebec City, QU: Universite Laval.

Collier, D. (1987)

Adult attendance centre project (1979-84).

Master of Education thesis, University of Saskatchewan.

Collins, Faith B. & Haughey, Margaret (1986)

Students' choice of delivery format: Face-to-face vs. distance education.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

This paper describes the results of a survey of Registered Nurses enrolled in a baccalaureate nursing degree program who lived within commuting distance of the university and who had the option to register for a distance education course when the same course was offered simultaneously on campus. The researchers sought to determine not only why the learner had chosen one particular mode of instruction but also the factors which influenced their decision. Data were obtained through semi-structured telephone interviews. Forty-eight percent of respondents chose distance education; 52 percent chose face-to-face instruction.

The variable which most strongly influenced a student's decision was the ability to remain employed and pursue a university education at the same time. Other variables of importance included flexibility and control of learning time.

Collins, John B. (1985)

Leisure learning, fitness and activity patterns among older adults.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

The purpose of the study was to determine whether older adult's life satisfaction, activity and leisure patterns are better predicted by their fitness, their demographic characteristics or the reasons and meanings they attach to participation in various activities.

Collins, Michael (1987)

Role of the adult educator in the prisons: A critical perspective.

Lifelong Learning Research Conference Proceedings, University of Maryland, College Park, MD.

This study describes the situation confronting prison educators and the accommodative strategies they are obliged to adopt. It presents a paradigm case for critical reflection on adult education practice in general. In examining the structures of power and surveillance so immediately present in the prison setting, we become alert to the more subtly applied, often unacknowledged, forces that militate against the genuine application of adult education principles on the outside.

Collins, Michael (1987)

Self-directed learning and misappropriation of adult education practice.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

This study undertakes an analysis of self-directed learning which has emerged as a major guiding principle for the modern practice of adult education. It reports on the results of phenomenological investigations in adult education settings to show how the techniques and psychologistic orientations of self-directed learning undermine prospects for emancipatory adult education practice. A careful examination of the fundamental characteristics of self-directed learning reveals

an essentially accommodative intent which effectively masks mechanisms of control. As the emphasis on formal learning contracts and individuation is brought into question, harmful consequences for both private adult learning and group cohesiveness come to light.

Collins, Michael (1988)

Self-directed learning or an emancipatory practice of adult education: Re-thinking the role of the adult educator.

Adult Education Research Conference Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purpose of this study was to advance a narrative and critical analysis of self-directed learning and to elicit discussion on the contemporary role of the adult educator.

Compty, L. (1987)

Listening to learner: Model and application for a cross-cultural adult education environment.

Master of Education thesis, St. Francis Xavier University.

Conchelos, Greg (1983)

Community-based research: Opportunities and constraints.

Canadian Association for the Study of Adult Education Proceedings, volume I, Ontario Institute for Studies in Education, Toronto, ON.

A review of a sample of 33 international writings of what has been termed "participatory research" indicates some patterns which, when related to a broader framework, suggest some limits and possibilities to this approach. The patterns found among the cases appear to have implications for social research processes which are used in Canada.

Consedine, Morna (1985)

A case study of professional development in content area reading at the college level.

Doctoral dissertation, McGill University.

This case study used qualitative research methods to explore and describe the process of providing professional development in content area reading for two teachers at the college level. The professional development design integrated principles of educational innovation and adult education with five components (theory, modelling, practice, feedback, coaching) for effective inservice training.

Cook, George L. (1987)

Educational justice for the campmen: Alfred Fitzpatrick and the foundation of Frontier College, 1899-1922.

In Michael R. Welton (Ed.), Knowledge for the people: The struggle for adult learning in English-speaking Canada, 1828-1973. Toronto: OISE Press.

In this paper, the author traces the establishment of Frontier College.

Cookson, Peter (1983)

Determinants of adult education participation of low income adults.

Adult Education Research Conference Proceedings, Universite de Montreal, Montreal, QU.

This study operationalized some of the variables included in a comprehensive and theoretical model of adult education participation in preparation for a large-scale survey using the resulting AEP instrument.

Costin, Joyce (1985)

Adult education and educational equality: A study of the interrelationships between the role of adult education and obstacles to educational equality.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

The objective of this study was to analyse the fundamental, underlying obstacles that prevent the attainment of education equality and to relate these obstacles to the role of adult education in achieving educational equality.

Costin, Joyce (Stalker) (1987)

Conceptions and deceptions: Research into the issue of non-participation.

Adult Education Reearch Conference Proceedings, University of Wyoming, Laramie, WY.

A reconceptualization of the issue of non-participation in terms of people's common-sense understandings of their world results in new understandings of the phenomenon.

Costin, Joyce (Stalker) (1988)

Conceptions of the usefulness of participation in adult education activities: From the inside looking out.

Adult Education Research Conference Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This study examines the conceptions of the usefulness of participation in adult education held by those who are frequently identified as typical non-participants. The relationship of these conceptions to the role of adult education in maintaining existing social structures and inequalities is discussed.

Cousineau, John G. & Lamoureaux, M. E. (1983)

Program evaluation process. Management Report Series.

Vancouver, BC: Vancouver Community College, Office of the President.

Survey of over 2,000 former vocational students and discontinuants, and 300 employers, conducted as part of an ongoing evaluation process. Provides data about attrition, post-training activities, ratings of selected program features, and suggestions for improvement.

Craig, D. (1987)

Instructional design for management training necessitated by rapid technological change.

Master of Arts thesis, University of Guelph.

Crane, J. M. (1983)

The Antigonish Movement: An historical sketch.

International Journal of Lifelong Learning, v2, n2, p151-162.

Cranton, Patricia (1985)

The improvement of instruction in natural settings.

Montreal, QU: McGill University, Centre for University Teaching and Learning.

Examination of instruction in a variety of environments, particularly in natural settings, to determine which aspects of the teaching situation affect student learning and attitude.

Crawford, Gail (1984)

Distance education for nurses: A cooperative approach.

Athabasca, AB: Athabasca University, Nursing Education.

Numbers, geographic location, rate and type of participation and success rates of nurses involved in Athabasca University's transfer program in nursing are examined to identify and describe the participants, examine indicators of success or failure, and establish goals for future developments.

Creative Research Group Ltd. (1987)

Literacy in Canada: A research report.

Toronto, ON: Southam Newspaper Group.

A study of literacy conducted by Southam News Service in 1987, in which 2,398 Canadians were surveyed to determine their levels of literacy. This determination was made by having each individual carry out ten tasks which required varying levels and types of literacy abilities.

Crocker, C. (1987)

Transitional services for individuals who have a mental handicap: An Alberta perspective.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Croft, Marion (1987)

Northern Ontario distance education Access Network.

Lifelong Learning Research Conference Proceedings, University of Maryland, College Park, MD.

During the next four years, Northern Ontario will become a unique laboratory for distance education in all of its facets, both as a field of study and practice. Resulting from extensive funding by the provincial government of Ontario, an Access Network and collaborative programs will be developed and maintained to serve a scattered population with no tradition of university participation.

Croteau, D. (1987)

Attitudes of Saskatchewan pharmacists toward the elderly.

Master of Continuing Education thesis, University of Saskatchewan.

Cruikshank, Jane (1987)

Value dilemmas in community development.

Doctoral dissertation, University of Toronto (OISE).

Cruikshank, Jane (1988)

The directiveness/non-directiveness dilemma: A recurring debate among community development workers.

Canadian Journal of University Continuing Education, vXIV, nl, p68-90.

This article explores the directiveness/non-directiveness dilemma as experienced by community development practitioners in their work. It discusses the strategies that they use in their attempts to deal with this dilemma and concludes with

several implications for practice.

Cruikshank, Jane & Gillen, Marie (1988)

"But what do you do? You only teach 3 weeks a year:" Issues in distance education from a faculty perspective.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This study describes several issues relating to distance education from the perspective of five current and former faculty members in a particular graduate program.

Crux, Sandra C. & O'Neill, G. Patrick (1988)

Curricular interventions for learning disabled students in a university continuing education program.

Canadian Journal of University Continuing Education, vXIV, n2, p50-67.

This study addresses the issue of the learning disabled (LD) student in a university continuing education program. It is estimated that, in the next decade, enrolments will increase, so much so, that administrations will be forced to provide special services to meet the growing needs of this particular group. In response, this article outlines a generic approach to the teaching of basic learning strategies across the post-secondary curriculum. The proposed framework itself consists of environmental/support strategies, and reading/comprehension strategies. Each component, in turn, contains a series of specific procedures which, when taken in their totality, provide an optimum environment for the teaching of basic learning strategies across the secondary/post-secondary continuum. It is hoped, therefore, that university continuing education programs will shortly adopt these, or similar, strategies that will insure the continued success of the learning disabled in a variety of higher education settings.

Cucheran, C. (1987)

Self actualization and the perception of time.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Cumming, Alister (1984)

Simulation or reality? A group project in writing.

Carleton Papers in Applied Language Studies, volume I, Carleton University, Ottawa, ON.

A small group of college students studying writing in English as a second language was assigned a written report on the university's contributions to the community. The required talks included compilation of data, delivery of oral reports, composition of the research report, group communication, revision of drafts, documentation of sources, and peer editing. The assignment was made in the form of a fictitious letter from the university president requesting that the recipients form a committee to prepare a joint report on the subject. The letter outlined a tentative working schedule and provided supporting documents. The students chose to work independently on a study of the different faculties and to combine their findings into a full report later. Class meetings were spent outlining strategies, discussing problems and methodology, and giving progress reports. The assignment had the multiple advantages of providing motivation for students to work on a joint project while focusing on their individual writing development, using useful technical writing skills, and learning more about their academic fields.

Curry, Lynn (1983)

An organization of learning styles, theories and constructs.

American Education Research Association Proceedings, Montreal, QU.

This study outlines a technical reorganization of learning style constructs and proposes an empirically testable structure encompassing style concepts that have established psychometric standards.

Curry, Lynn (1983)

Practice audit in professional continuing education.

Canadian Journal of University Continuing Education, vIX, n2, p26-37.

Practice audit is becoming an increasingly popular mechanism for professional continuing education. The concept has come a long way from its initial proposition in 1967 and although the development has been progressive over these past years, current application of practice audit could, in many instances, be applied more widely and improved by re-examinaton of the basic principles. The purpose of this paper is to present a generic model of practice audit indicating

the roots in educational theory as well as the breadth of educational and management uses possible. A history of the concept is briefly sketched in order that readers may know the background and follow future development of the practice audit concept. The paper concludes with a critical review of current applications in professional continuing education.

Curry, Lynn (1987)

Integrating concepts of cognitive or learning style: A review with attention to psychometric standards.

Ottawa, ON: Canadian College of Health Service Executives.

The interest in individualized instruction, particularly in adult education, has repeatedly involved the need to use, and therefore to operationalize, concepts of individual difference in cognition and learning. The operationalizations most often mentioned are learning style or cognitive style. These concepts vary widely in their intent, their psychometric strength and their explanatory power for various professional training audiences. There is a need for a critical compendium of these conceptual formulations and the measurement instruments presently in use to describe learning/cognitive styles. A new thematic organizational model is presented for these often disparate and contradictory conceptualizations. The "onion" organizational model was developed as a heuristic for organizing thinking about the area of learning/cognitve style, and to illuminate both theoretical and applied research. This review presents a critical compendium of learning/ cognitive style conceptualizations within the framework of the "onion" organizational model.

Curry, Lynn & Purkis, I. E. (1984)

Validation of an evaluation mechanism for continuing medical education short courses: Commitment for change.

Toronto, ON: University of Toronto, Faculty of Medicine.

Project to validate an evaluation procedure designed to measure the effects of university organized CME courses. This procedure seeks to substantiate self-reported physician behaviour changes and to differentiate between potential causes of that change due to course attendance. Data have been obtained from 61 physicians attending a short course in therapeutics and a control group.

Dalseg, Pam & Waldron, Mark W. (1983)

Continuing professional education for Ontario agrologists.

Guelph, ON: University of Guelph, University School of Part-time Studies and Continuing Education.

This study was designed to identify the level of interest in taking university credit and non-credit courses, to identify which courses are of specific interest and use to members of the Ontario Institute of Agrologists, and to identify one or more learning-effective delivery systems appropriate to the educational needs of professional agrologists and agrologists-in-training in Ontario.

D'Andrea, Anne M. (1986)

Teachers and reflection: A description and analysis of the reflective process which teachers use in their experiential learning.

Doctoral dissertation, University of Toronto.

The study focuses on the process of reflection from the point of view of the teacher-as-learner with special emphasis on the relationship of the reflective process to the learning experience. Thirty teachers, 15 men and 15 women, from a large, urban school board, were interviewed. They were asked to identify something they had learned which had been important to them in their role as teachers, to recall the experiences which initiated that learning, and to recall and describe the reflective activities which followed the experiences and led to learning. The data analysis revealed a sequence of reflective activities which included phases devoted to attention, consideration and resolution. During the consideration phase, the teachers examined themes of responsibility, values/beliefs and relationships in terms of themselves, others and/or systems.

Danis, Claudia (1988)

Relationship between learning strategies/meta-strategies and experiential learning styles of self-taught adults.

Adult Education Research Conference Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purpose of the research was to identify and compare the learning strategies and meta-strategies used by four successful self-taught adults relying on four different experiential learning styles.

Danis, Claudia & Tremblay, Nicole (1985)

Critical analysis of adult learning principles from a self-directed learner's perspective.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

A critical analysis of adult learning principles regarding the nature of learning, the learning process, the learning environment and the adult learner was carried out through a comparison of learning principles found in the literature with those identified in self-taught adults' learning experiences. The method applied a three-stage strategy: a thematic analysis of learning principles explicitly suggested in the literature by adult education experts; a content analysis of 10 successful self-taught adults' learning experiences; and a comparative analysis of both sources.

Danis, Claudia & Dufresne-Tasse, Colette (1988)

Problèmes et éléments de solution liés à la définition de l'objet d'étude en recherche qualitative: Trois illustrations

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Recherche d'ordre méthodologique pour identifier les principaux problèmes et les principaux éléments de solutions se rapportant à trois aspects: 1) l'élaboration du cadre de référence A. choix des dimensions/éléments et B. définitions retenues; 2) référence à la théorie sous-jacente -- validité théorique du cadre de référence; 3) A. traitement et B. l'analyse des données.

D'Arcy, Martin (1983)

Pedagogy and politics: Adult education in Latin America

Convergence, vXVII, n3, p17-22.

Darling, Alexander L. (1983)

Canadian admissions: An update and summary of research findings.
College and University, v58, n4, p383-394.

Some of the changes that have taken place in Canada since 1974 which affect university admissions are identified and research relating to students admitted from secondary schools and community colleges is summarized.

Das Gupta, Tania (1986)

Learning from our history: Community development by immigrant women in Ontario, 1958-86.

Toronto, ON: Cross-Cultural Communication Centre.

This book documents the history of immigrant women's organizations in Ontario. Fifty-five different organizations and programs and their contibutions are documented. Indepth case studies are presented on eleven of these, pointing out how in each case the needs were identified, how various activities were initiated, and what lessons were learned.

Davie, Lynn E. (1983)

Community development in the Cooperative Extension Service.

Journal of the Community Development Society, v14, n2, p95-106.

An evaluation of 52 community development projects facilitated by the Cooperative Extension Service in the United States.

Davie, Lynn E. (1985)

Patterns of participation in adult education in Ontario.

Canadian Journal of University Continuing Education, vXII, nl, p47-68.

The demographic characteristics of participants have long been of interest to adult education scholars and program planners. The results of a recent Gallup survey of adult participation in education in Ontario are presented and analyzed using the Dual Scaling technique. The survey found a much higher participation rate than other recent studies. Participation was related to age, educational background, family income, region, and occupational class. In addition, results indicate that respondents felt that the provincial government should financially support all categories of adult education except for general interest courses and French as a second language.

Davie, Lynn E. (1988)

Facilitating adult learning through computer-mediated distance education.

Journal of Distance Education, vIII, n2, p55-69.

This article is a case study of two distance education graduate courses offered by means of computer-mediated communication. The article describes the structure of the courses followed by an analysis of student participation, satisfaction, and achievement. In addition, the article discusses the effectiveness of the facilitation techniques used. Students reported satisfaction with the on-line courses and demonstrated effective use of the technology.

Davie, Lynn E. & Palmer, Peggy (1984)

Computer-teleconferencing for advanced distance education.

Canadian Journal of University Continuing Education, vX, n2, p57-67.

Davie and Associates (1983)

Native economic development and small business management training course: Evaluation.

Toronto, ON: Ontario Government Bookstore.

A study to assess the effectiveness of the first year of this training program, given at Trent University, in meeting three objectives: to improve participants' employability, to develop skills to manage small businesses and be community economic developers, and to implement a model for native adult education. It was found that the selection of curriculum components was relevant to program goals, participant interests and native community needs and that all constitutencies involved found the training model appropriate and effective.

Davies-MacDonald, L. (1987)

The effects of a nutrition education program on the level of knowledge and attitudes of prenatal women.

Master of Arts thesis, Dalhousie University.

Deane, Arthur K. (1988)

Adult basic skills: A verification.

Adult Education Research Conference Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This study sought answers to six research questions, summarized as follows: Are there different perceptions of the importance of the adult basic skills, and are there differences in comprehension of the conceptual model, as determined by educational level, occupation grouping and by community, within the sample of 818 Edmonton adults.

Deane, Arthur K. & Martin, Patricia (1988)

The Alberta profile of adult basic skills.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This study traces the development of a profile of the basic skills adults require in order to learn and function in a self-directed and socially-responsible framework.

Dennison, Carol J. (1987)

"Housekeepers of the community": The British Columbia Women's Institutes, 1909-46.

In Michael R. Welton (Ed.), Knowledge for the people: The struggle for adult learning in English-speaking Canada, 1828-1973. Toronto, ON: OISE Press.

In this paper the author accounts for the immediate success of the Women's Institutes.

Dennison, John D. & others (1983)

A longitudinal follow-up survey of students from career/technical programs in British Columbia community colleges and institutions. Summary report.

Victoria, BC: British Columbia Ministry of Education, Program Services Division.

A longitudinal follow-up study of career/technical students in British Columbia community colleges and technical institutes was conducted to determine the number of students who completed, withdrew from, or discontinued their studies; reasons for program non-completion; student opinions of the career/techncal programs; and students' educational outcomes and employment patterns. A 30-item questionnaire was mailed to 9,941 former full-and part-time students who had been enrolled in fall 1982. Study findings revealed that: 1)41% of the college-age students attended to learn job skills, 20.3% to decide on a career, 12.8% to improve existing skills, and 7.5% for personal interest; 2) 22.5% of the adult students attended college to learn job skills, 35.5% to improve existing skills, 15.3% for personal interest, and 13.5% to complete a certificate; 3) 59% of the students surveyed had work experience related to their program prior to enrollment, and 57% were employed full-time while enrolled; 4) 77% of the respondents were employed at the time of the survey; 5) 24% indicated there was no relationship between their employment and their training, and 22% indicated that their training was not useful to them in performing their job; and 6) family obligations and financial problems were the most frequently cited reasons for withdrawal.

Dennison, John D. & Gallagher, Paul (1986)

Canada's community colleges: A critical analysis.

Vancouver, BC: University of British Columbia Press.

A critical analysis of the history and future of Canada's community colleges. The introduction traces the movement and development of Canadian community colleges, presents their societal context, and reviews their origins and history. Other chapters examine such issues as: the social influences on the development of the colleges, their characteristics, and their likely future.

Desbiens, E. M. (1986)

Development of a handbook as a learning resource to assist small merchants to understand leasing problems in shopping centers.

Master of Education thesis, St. Francis Xavier University.

Desborough, K. F. (1987)

Techno-culture shock: Barrier to the use of computer technology in nursing education.

Master of Arts thesis, Dalhousie University.

Deschenes, A-J., Marchand, N., Landry, F., Patoine, L. & Masson, J. (1987)

Etude exploratoire de la relation entre les métacognitions et leur utilisation spontanée et efficace chez les adultes.

Québec, QU: Université du Québec, Télé-université.

Etude de la relation entre les connaissances métacognitives (compétence) et leur utilisation spontanée et efficace (performance) en explorant la perception que les sujets (des adultes) ont de leur compétence à apprendre en cours de réalization d'une tâche. Un inventaire de la perception de sa capacité d'apprenant, la réalization d'une tâche d'apprentissage suivie d'une entrevue explorant les connaissances méta-cognitives et des tests de rendement sort les instruments utilisés.

Dessaint, Marie-Paule (1987)

Avantages et inconvénients des rencontres de grand groupe dans des cours à distance.

Thèse de doctorat, Université de Montréal.

Dessaint, Marie-Paule (1988)

Avantages des rencontres de grand groupe (de 100 a 500 personnes) avec un professeur, dans des cours à distance

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

L'objectif est d'identifier si al rencontre avec un grand nombre d'étudiants pourrait diminuer les coûts du face à face et permettrent à ceux qui prennent part, de profiter des avantages de l'interaction.

Devereaux, M. S. (1985)

One in every five: A survey of adult education in Canada.

Ottawa, ON: Statistics Canada, Education, Culture and Tourism Division.

A report of a survey conducted in January 1984 as a special education supplement to the monthly labour force survey. The survey covered 46,000 households and included nearly 92,000 individuals. Information was gathered about age, occupation, labour force activity and enrolment in continuing

education courses as well as the reasons for taking these courses.

Devlin, L. E. (1984)

University extension in British Columbia: 1955-1975.

Canadian Journal of University Continuing Education, vX, n1, p17-39.

Devlin, L. E. (1986)

Marginality in university extension: An empirical approach.

Canadian Journal of University Continuing Education, vXII, nl, p3-16.

The purpose of the research was to construct an empirical measure of marginality in university extension for the purpose of examining the relationship between marginality and five common organizational variables -- age, size, staff experience, staff quality, and efficiency. Data were collected by questionnaire and interview from all universities in the four western provinces of Canada. Correlational analysis was used to examine relationships of interest. Of the common organizational variables, only size and marginality were found to be significantly related. The general findings were used to construct an empirical model of marginality that might be used to guide further research.

Dewar, Alison (1987)

Knowledge and gender in physical education.

In Jane Gaskell & Arlene McLaren (Eds.), Women and Education: A Canadian perspective. Calgary, AB: Detselig Enterprises Ltd.

This paper presents some of the findings from a case study of the social reproduction of gender in one undergraduate physical education program in a Canadian university. The purpose of the paper is to explore how knowledge about gender is organized within courses in the curriculum and to examine students' interpretation of and reactions to this knowledge.

Dixon, R. E. (1986)

Physical and emotional abuse and neglect of elders in the family and implications for adult education.

Master of Education thesis, University of British Columbia.

Dobson, John (1983)

The problem of journal searching: The case of retrieving adult education evaluation articles.

Antigonish, NS: St. Francis Xavier University.

This study describes the problems of searching in professional journals for relevant articles on the subject of adult education evaluation. Seventy-three journals were identified as containing 337 appropriate articles when searching with 11 title words; 43 percent of the titles referred to human behavior change while 57 percent referred to program development. Title function words, "who," "what," "why," "where," "when," and "how," were tabulated. Methodology, practice, and issue words were examined, as were the words suggesting evaluative techniques and instruments. A microthesaurus suggesting method, technique, and instrument was prepared. Search strategies using function words and key title words were recommended to adult educators. Criteria for clearly titling journal articles were recommended to authors.

Dobson, John (1984)

The field of Canadian adult education: A bibliographic inquiry.
Antigonish, NS: St. Francis Xavier University.

This study examined writings of Canadian adult educators for the purpose of describing their field of inquiry. The study described the field by its four basic areas of inquiry -- learner, learning, process, and environment -- and by the components of each area. The methodology was divided into three phases: creation of a glossary of descriptive adult education works; analysis of key words drawn from titles of a 1983-1984 bibliography of reports, papers, articles, and books; and cross-tabulation of title concepts to ascertain significant correlations. Attention was also given to adult educators' approaches to the inquiry process. Findings suggested that Canadian adult educators primarily are interested in the processes of learning and in learning itself. Less interest was directed at the learning environment and learner characteristics. Findings further suggested that the conceptual frameworks used by adult educators tend to include a minimum of two areas of inquiry and usually combine three of the four areas. The most frequent dual combinations were learning/environment and learning/process. The triple combination of learning/environment/process yielded significant correlations. The concept correlations suggested that authors of adult education literature in Canada are generalists whose primary concern is to provide adults with appropriate environments and processes for learning. A short bibliography is included.

Dobson, John (1984)

Adult learning in the community voluntary association: A study of participating non-formal education in Atlantic Canada.

Antigonish, NS: St. Francis Xavier University.

Longitudinal study of adult non-formal education as found in community voluntary associations. A stratified random sample of 270 Atlantic Canada associations was selected from a universe of 3,050. The study suggests that voluntary associations provide a local and personalized learning environment for adults to acquire new knowledge and practice new skills, that those in associations with welfare goals tend to learn instrumental behaviour while those in associations with leisure goals learn expressive behaviour, and that the dynamic quality of associational learning makes the development of leadership inherent in all group skill building experiences.

Dobson, John (1984)

The study of people, programs, places and processes: Canadian adult education literature, 1977-1984.

Canadian Association for the Study of Adult Education Proceedings, University of Guelph, Guelph, ON.

This study was conducted to identify the major areas of investigation in recent Canadian adult education literature. During the study, questionnaires were distributed to 216 adult educators located at 32 postsecondary educational institutions throughout Canada. Materials including 556 articles, books, reports, and proceedings papers were identified. The adult learner was the focus of most of the papers, as evidenced by their titles. Other approaches that received frequent attention in the literature examined were teaching methods and conditions for learning. Examination of the relative percentages of publications on various topics revealed that 32% of books and proceedings published dealt with adult education in general, 23% were concerned with continuing and extension education, 14% dealt with education, and 6% dealt with counselling and psychology. Other topics included higher education, vocational education, community development, distance education, and literacy and adult basic education.

Donald, Janet G. (1985)

Knowledge representations and structures.

Montreal, QU: McGill University, Centre for Teaching and Learning.

A study of the manner in which knowledge networks in university courses operate. The objectives were to determine the relationship between within-concept networks and between-concept networks and to test student knowledge of these networks, their strategies and the kinds of errors made.

Donald, Janet G. (1987)

Intellectual-skill acquisition in postsecondary education.

Montreal, QU: McGill University, Centre for Teaching and Learning.

A study to determine the acquisition of intellectual skills in college and university education. Acquisition models were compared and a comprehensive framework developed. Novice-expert comparisons were made of intellectual skills in selected disciplinary areas.

Donald, Janet G. & Nagy, P. (1986)

The portrayal of knowledge structures: A synthesis of methods.

Montreal, QU: McGill University, Centre for Teaching and Learning.

A study to determine the relative sensitivity of different logical and proximal portrayal techniques to distinguish between-learner differences, instructor-learner differences and pre- and post-instructional knowledge structures; the relative consistency and stability, across disciplines, of the portrayal techniques; and how best to use a combination of logical and proximal analyses to portray knowledge structures for instructional purposes.

Donner, Gail (1983)

An interdisciplinary education program for community health professionals.

Toronto, ON: Ryerson Polytechnical Institute, School of Nursing.
An examination of the interdisciplinary health care team working with patients receiving services in their homes. The first phase include a survey of 228 health professionals and social workers to assess perceptions of teacher functioning. The second phase involved the development, evaluation and implementation of an

educational program based on survey findings. The third phase involved a post-test of 19 course participants and a matched group of non-participants to determine differences in team perceptions. The fourth stage involved post-test measures conducted six months following the course.

Donner, Gail (1986)

Work setting and the professional socialization of nurses in Ontario.

Doctoral dissertation, University of Toronto (OISE).

The research investigated the relationship between work setting (hospital, community) and years of experience (0-5, 6-10, 11 plus) on the professional socialization of nurses. The purpose of the study was to add to an understanding of the variables affecting professionalism in nurses. Other variables considered included educational preparation (degree, no degree) and hours of work (full time, part time). Degree of professionalism was identified as a measure of professional socialization. The study was conducted by a mailed survey. On the Occupational Inventory the main effect of work setting was significant. There was a significant difference for autonomy controlling for the other variables. Community nurses are more autonomous than hospital nurses when the effects of education, years of experience and hours of work are eliminated. On the Organizational Inventory, the main effect of setting, controlling for education, hours of work and years of experience was significant. Community nurses found the work setting less bureaucratic than did hospital nurses. The differences in years of experience were not significant. The implications of the research on employers of nurses, nursing educators and future users of the instrument were identified.

Doran, B. & Hofmann, F. (1985)

The effectiveness of off-campus cooperative work assignments for aircraft students at John Abbott College.

Ste-Anne de Bellevue, QU: John Abbott College, Aircraft Department.

A study to determine the validity of the hypothesis that the current curriculum of the aircraft maintenance technician program fails to satisfy certain important professional needs of the student and his prospective employer, and to show that the program can be improved by selective use of off-campus work experience assignments.

Douquette, A. (1986)

Obstacles à l'éducation des adultes: Motifs de non-perfectionnement des infirmières de Québec.

Thèse de doctorat, Université de Montréal.

Draper, James A. (1985)

The part-time teachers of adults employed by the continuing education division of selected colleges in Ontario.

Toronto, ON: Ontario Institute for Studies in Education, Department of Adult Education.

Report of a four-year longitudinal study to learn about the part-time teachers of adults in terms of the reasons why they first came to teach adults, their qualifications, the support they received from their colleges, the ways their work is evaluated, what they learned in order to teach adults, and the kind of orientation they received prior to teaching adults.

Draper, James A. (1985)

Postsecondary programs in adult education within Third World universities.

Toronto, ON: Ontario Institute for Studies in Education, Department of Adult Education.

A study of the organization of postsecondary training in adult education in Third World countries, whether any field work is included in the academic program, work placement of alumni, actual topics covered in programs, background of the faculty, and relationships of these programs with government.

Draper, James A. (1986)

Re-thinking adult literacy.

Toronto, ON: World Literacy of Canada.

This study was conducted to examine the literature on literacy and adult basic education and to identify various issues, trends, problems, possible solutions, and basic principles that might guide programs and policies in adult literacy and basic education in Canada. Some of the conclusions drawn by the survey were the following: 1) much of the discussion about illiteracy and functional literacy centers on the meaning of these terms, especially in the Ontario and Canadian context; 2) the goals and objectives of literacy programs must take into account the life circumstances of the participants and strive to move participants out of poverty; 3) participants' viewpoints and life-styles must be considered in planning and implementing programs to reach goals; 4) training of adult literacy teachers is needed; 5) research in literacy is valuable and more is needed; 6) government-produced materials need to be written in simpler language; and 7) since the process of literacy education is a complicated one, policy choices must be made and strategies implemented to link the public, private, and educational sectors in programs to combat illiteracy.

Draper, James A. (1988)

International connections in adult education.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purpose of this paper is to explore the international connections that exist, or that might be encouraged, in the field of adult education. The major focus of the paper is on an analysis of the various regional and international adult education agencies in existence, and the major purpose of each. The intent is to highlight the existence of these agencies, while at the same time be able to conclude what special needs or special groups within adult education need further attention.

Drummond, E. J. & Croll, J. C. (1983)

Intrinsic and extrinsic motivation and attitudes towards professional continuing education: Implications for the counsellors.

Journal of Employment Counseling, v20, n2, p88-96.

Drysdale, R. R. (1983)

Effects of the economic depression on Canadian university infrastructures and their behavior: A case study of two Canadian universities in the 1930s, the University of Saskatchewan, Saskatoon, and Queen's University, Kingston.

Toronto, ON: Ontario Institute for Studies in Education, Department of History.

Illustrates the relationship between the downswing in the Canadian business cycle in 1929-1930 and changes in the social and financial structures at a number of universities in general and at the University of Saskatchewan and Queen's

University in particular.

Dufresne-Tasse, Colette (1988)

Connaissance du fonctionnement intellectuel et affectif de l'adulte comme base de l'intervention éducative dans les musées

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Les raisons qui amènent un adulte au musée avec données issues des recherches sur le fonctionnement du visiteur et son apprentissage.

Duguid, Stephen (1983)

Prison education core curriculum project.

Ottawa, ON: Correctional Service Canada, Education and Training Division.

Creation of a humanities-based core curriculum for primary, secondary and postsecondary education programs in the federal correctional system. The project focused on ways to integrate an historical/literacy/ethical perspective into existing programs at all three levels and include a mechanism for evaluating the effects of the curriculum.

Dumont, Micheline & Malouin, Marie-Paule (1983)

Evolution des congrégations religieuses féminines enseignantes au Québec (1840-1960).

Congrès annuel de l'Association canadienne de l'histoire de l'église catholique, Ottawa, ON.

Le groupe de recherches sur l'histoire de l'éducation des filles au Québec à consacré une bonne partie de ses efforts, depuis deux ans, à explorer les archives des principales communautés religieuses enseignantes au Québec. Il semble bien, en effet, que si l'instruction post-primaire des filles a pu développer au Québec, c'est principalement à l'initiative des communautés religieuses.

Dumouchel, B. & Schneider, R. (1984)

Recherche-action en éducation des adultes (Outaouais).

Hull, QU: Université du Québec à Hull, Services à la collectivité.

Les objectifs sont d'identifier les systèmes-clients, les "producteurs" d'intervention en éducation des adultes et les "productions", et d'identifier les attentes inter-organismes et inter-groupes.

Dunberry, Alain (1983)

L'éducation permanente à l'université: Résultats d'une enquête auprès des diplômes.

Canadian Association for the Study of Adult Education Proceedings, volume I, Ontario Institute for Studies in Education, Toronto, ON.

This document is based on the results of 50 interviews with certified diploma students and drop-out students from the Faculté de l'éducation permanente of the Université de Montréal. The results have demonstrated: (1) the necessity of a good understanding of the relationship between education and work to better comprehend the motivations of the students; (2) the well known importance of peers not only in the process of learning but also in maintaining motivation; and (3) the desire to pursue more learning projects, even for the drop-out students.

Dunberry, A., Leclerc, G., Nadeau, J-R. & Sauve, L. (1984)

La place de l'autonomisation et de la socialisation dans les programmes universitaires individualisés.

Montréal, QU: Université de Montreal, Education permanente.

Le projet vise à determiner dans quelle mesure l'autonomisation et la socialisation sont favorisées dans les programmes universitaires individualisés du Québec. Des entrevues structurées auprès de quatre groupes de dix étudiants inscrits à des programmes universitaires individualisés et auprès d'un groupe contrôle de dix étudiants inscrits à des programmes peu ou non individualisés dans quatre universités permettront d'apporter certains éléments de reponses à la question suivante: les programmes individualisés favorisent-ils mieux l'autonomisation et la socialisation que les programmes peu ou pas individualisés?

Dupriez, B. & Legendre, O. (1984)

Cours autodidactique du français écrit.

Montréal, QU: Université de Montréal, Service d'éducation continué.

Comprenant trois cahiers d'exercices et offert par correspondance, le cours porte sur l'orthographe, les accords grammaticaux, la construction de phrases, le vocabulaire, le choix des termes, les nuances de sens, la punctuation, etc. Les pré- et post-tests pour les trois parties sont corrigés par ordinateur.

Duquette, André, Painchaud, Gisèle & Blais, Jean-Guy (1987)

Perceptions of deterrents to continuing education: Perspectives from a female profession.

Adult Education Research Conference Proceedings, University of Wyoming, Laramie, WY.

The purpose of the research was to study deterrents to continuing professional nursing education, taken for credit as part of a certificate or a baccalaureate, as perceived by nurses who were defined as nonparticipants, from the perspective of a female profession.

Einsiedel, Albert A. & Taylor, William H. (1985)

Evaluation study of an expanded distance education system.

Canadian Association for the Study of Adult Education Proceedings, Universite de Montreal, Montreal, QU.

A study was conducted to evaluate alternative methods of delivering professional development programs to local government personnel in Alberta. It consisted of the development of the analysis model, the identification and evaluation of selected alternative delivery systems, and the formulation of recommendations based on the study. Three major criteria were selected for evaluating the delivery alternatives: cost, technical feasibility, and impact on learners. Ten options were evaluated: traditional correspondence; correspondence with access to a tutor; correspondence with seminars; supplementary audio/video; audio teleconferencing; audio teleconferencing supplemented by seminars; teleconferencing with one-way video and two-way audio; computer-assisted learning; extended seminars; and regular, on-campus, classroom instruction. Study results suggested the adoption of relatively "low tech" solutions. Recommendations emphasized the redefinition of the roles of, and relationships among, instructional and community resource persons and the adjustment of the course delivery schedule. Conclusions suggested that the appropriate delivery alternative depends on several decision criteria, the weights of which vary depending on the limitation of the technologies being considered, the size and location of the clientele, and the cost involved.

Elamthuruthil, D. (1986)

Community development through awareness raising education: A descriptive study of the socio-educational centre at Gunadala, India.

Master of Education thesis, St. Francis Xavier University.

El-Din, Mohammed Mokhtar Serag (1984)

The physical activity component in the establishment of organizations: A study of physical activity and institutionalization in seventeen selected organizations involved in adult education.

Doctoral dissertation, University of Toronto (OISE).

This thesis is an exploratory case study. It seeks to explore and describe the institutional dimension of educational organizations. The case is adult education organizations in Toronto, 1973-1981. The information analyzed in the thesis was developed by the case study situational analysis approach (observing, interviewing and gathering data unobtrusively).

Ellis, Dormer (1983)

National survey of final year engineering students.

Ottawa, ON: Canadian Engineering Manpower Council of the Canadian Council of Professional Engineers.

Ellis, Dormer (1983)

Some women's unique solutions to their common problems: The role of continuing education in the successful combination of motherhood and a non-traditional career.

Canadian Association for the Study of Adult Education Proceedings, volume I, Ontario Institute for Studies in Education, Toronto, ON.

Report of a survey of 903 Canadian women engineers and of the extent to which they find unique solutions to common problems.

Ellis, Dormer (1984)

Achieving career continuity through continuing education: Experiences of a thousand Canadian women in a non-traditional field.

Adult Education Research Conference Proceedings, North Carolina State University, Raleigh, NC.

The results of a national survey of women engineers to collect demographic data and to determine what problems were identified by respondents about being associated with a predominantly masculine profession.

Ellis, J. F. & Mugridge, I. (1983)

The Open Learning Institute of British Columbia: A case study.

Burnaby, BC: Simon Fraser University, Faculty of Education.

Monograph describing the planning and operating procedures of the Institute. The rationale of its programs and curriculum, and of its course development, delivery and support systems is explained. Factual information on courses developed, students enrolled, media used, student support, etc., is also provided.

Ewing, S. B. (1986)

Critical care nursing program: An approach to a model.

Master of Education thesis, St. Francis Xavier University.

Fagan, William (1987)

Are you that teacher?

Reading, v21, n2, p135-139.

Describes a study that interviewed a group of functionally illiterate prisoners, noting their memories of schoolwork and teachers. Emphasizes the importance of teachers genuinely caring for their students.

Fales, A. W. & Burge, E. J. (1984)

Self-direction by design: Self-directed learning in distance course design.

Canadian Journal of University Continuing Education, vX, n1, p68-78.

The development of distance learning design principles and procedures, supported by research and practice in various fields of education and technology, has led to the widespread production of learning materials characterized by structured learning objectives, multi-level learner interactions, and attractive graphic design. The resulting academic rigour and in-built quality control has given academic respectability to university level distance learning, even to the point of some classroom teachers using distance mode material as key resources for learning. This article reports on a recent innovative application of adult learning principles to the design of two graduate level courses. The design of these courses encouraged learner self-direction and independence, without the loss of academic rigour. The application also enabled a speed and economy of design and production activities, factors which are attracting increasing attention by course teams facing financial constraints.

Farber, Carole, et al. (1985)

Development of evaluation measures for distance education modes of course delivery.

London, ON: University of Western Ontario, Faculty of Part-time Studies.

Foundational research into behaviours judged effective for distance education modes of course delivery. Designed to parallel research into effective classroom teaching behaviours and into barriers (or enhancements) to learning in a context where visual cues are present.

Farquharson, Andy (1983)

Competencies for continuing learning in the professions.

Canadian Journal of University Continuing Education, vIX, n2, p38-47.

Farquharson, Andy (1988)

The human service worker as adult educator: A training challenge.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This paper describes a process which was followed in order to systematically document the competencies that human service workers need in order to effectively facilitate adult learning. In turn, this competency profile forms the basis of a set of instructional resources that can be used to help such professionals to improve their skills in the facilitation of adult learning.

Farrell, J. P. (1983)

The National Unified School in Allende's Chile: The role of education in the destruction of a revolution.

Toronto, ON: OISE Press.

Farrell, J. P. & Schiefelben, E. (1984)

Education and occupational attainment in Chile: The effects of educational quality, attainment and achievement.

American Journal of Education, v92, n2, p125-162.

Faulk, Johanna (1987)

Attitudes of counsellors and policy makers at Alberta Vocational Centres about the unemployed and unemployment.

Doctoral dissertation, University of Alberta, Department of Educational Administration.

This study was designed to determine and analyse the attitudes and beliefs about unemployment and the factors which exacerbate or alleviate it held by

gatekeepers at two Alberta Vocational Centres and policymakers responsible for Alberta Manpower policies. In addition, the ways in which the attitudes and beliefs were reflected in the policy and operations of the Alberta Vocational Centres were analysed. A brief quantitative analysis of student and program data was included to provide some description of the effects of labour market segmentation on training programs. The findings from the interview demonstrated that while there were differences in beliefs and attitudes between the two groups -- policy-makers and gatekeepers -- there were virtually no differences among individuals within each group. Both groups did make individualistic attributions for the causes of unemployment, although the policy-makers saw increased training as the means by which unemployment could be reduced, while the gatekeepers believed increased individual psychological counselling would help unemployed individuals change the personal attitudes seen as the cause of unemployment. The findings from the analysis of quantitative data available on students demonstrated the relative ineffectiveness of the various skills training programs offered at the Alberta Vocational Centres in changing the employment prospects for students. Using "Program Entered" as a proxy variable for the segment of the labour market in which the students would find work upon completion, it was found that for the majority of students, their condition worsened or remained the same. Implications of this study for a more humane and effective use of resources directed towards decreasing unemployment are suggested.

Fiordo, Richard (1984)

The soft-spoken way vs. the outspoken way: A bicultural approach to teaching speech communication to Native people in Alberta.

Paper presented at the Mokakit Indian Education Research Association, London, ON.

The paper discusses bicultural education from two points of view, the soft-spoken way of Native people and the outspoken way of non-Native people with both groups examined in the context of a teacher training program in the field of education in Alberta. Canada's federal policy toward Native people and biculturalism, and problems created by the policy of assimilation toward Native people is reviewed. Teaching of a basic speech communication course that involved making presentations to a class of students is discussed in reference to rating classes of Native and classes of non-Native students in terms of delivery, especially paralanguage. Results were compared and indicated relevant differences in scores between the two groups. The bicultural approach method, used only with Native students, indicated apparent advantages of the approach for teaching speech communication to Native students. Three speculations on why the bicultural approach is beneficial are offered. They are: 1) the message gets tailored to fit cultural values and past experiences; 2) when cultural adjustment or change is sought, it can be best introduced, not through centralized planning, but after a study of local needs; and 3) the threat of assimilation by the mainstream is reduced and the threat of categorical imposition of the mainstream avoided.

Fitchen, Catherine S. & Bourdon, Claudia V. (1984)

Interaction between physically disabled and able-bodied people.

Montreal, QU: Dawson College.

Variables which facilitate or hamper interaction between physically disabled college students and able-bodied students and professors are examined in order: 1) to determine the components of effective interpersonal behaviours between disabled students and their professors; 2) to examine the effects of the experience of teaching disabled students on subsequent willingness to teach other students with disabilities; 3) to assess whether able-bodied students underestimate the extent to which disabled students can cope with their environment; and 4) to evaluate the contribution of a number of variables to the quality of interaction between disabled and able-bodied persons.

Fitzsimmons, G. N. & Becking, H. A. (1984)

Attrition predictors for better selection criteria.

Edmonton, AB: Northern Alberta Institute of Technology, Student Counselling.

Use of Life Roles Inventory, Canadian Achievment Test, Test of Cognitive Skill and Vocational Preference Inventory as predictors for year-end grades and drop-out probabilities. with a sample of 1,500 students.

Ford, Joan Shirley (1987)

Living with a history of a heart attack: A human science investigation.

Doctoral dissertation, University of Alberta, Department of Secondary Education.

The intent of this study is to gain insight into and a deeper understanding of living with a history of a heart attack for males at least two years after the event. How is life after the heart attack experienced? What is it like to live with a history of a myocardial infarction (MI)? In order to address this question, a human science approach was used which aims, through description and interpretation, to illuminate the participants' experiences and to reveal their meaning. The descriptive interpretive work of the study was based on conversations with seven men who had heart attacks and all of whom subsequently returned to work. Each person began his story with the event and progressed through time to the present. The inquiry, however, moved beyond the individual since its intent was to identify and explicate aspects of life after a heart attack which are possible shared human experiences. These focus respectively on corporeality, sociality, temporality, and spatiality. The experiential characteristics reveal that the body emerges as a separately experienced entity as it impedes choices and action; that others have the potential for assisting the post-MI patient to re-engage his world or for distancing him from it; that the past lives in the present; that to live authentically, the post-MI patient has to create a world where he can feel secure and in control. Finally, this inquiry raises the question of how to access the individual's experience, a question which is focal to nursing practice.

Forrest, Nancy (1988)

What is education? A conceptual analysis of adult education in Nepal.

Adult Education Research Conference Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This study explores the ways in which educational processes and institutions, which have existed for centuries in other societies, have been eroded by the manner in which Western technology and models, educational philosophies, theories and concepts are introduced into, and frequently imposed on, those societies. In particular, the study examines the situation in Nepal.

Forrester, Glen C. & others (1983)

A longitudinal follow-up survey of students from career/technical programs in British Columbia community colleges and institutes. Technical Report.

Victoria, BC: British Columbia Ministry of Education, Program Services Division.

Information derived from a longitudinal follow-up survey of students in career/technical programs in British Columbia's community colleges and institutes is provided in this report.

Forrester, Glen C. & Hamaura, R. (1987)

University articulation, 1985-86 academic year: Provincial report.

Victoria, BC: British Columbia Ministry of Advanced Education and Job Training.

Information is provided on the academic performance and program selection of students transferring from community colleges in British Columbia to the three BC universities during the 1985-86 academic year, with reference to information from preceeding years. Data for college transfer students are compared to data for direct-entry students. Highlighted findings include the following: 1) 3,014 college transfer students entered the BC universities in 1985-86; 2) of these, 1,806 (60%) had completed 1 year of university equivalent credit and 747 (25%) had completed 2 or more years of university equivalent credit; 3) students from "metropolitan" colleges represented 62% of all college transfers, while "urban/rural" colleges represented 32% and "remote" colleges accounted for 7%; 4) the total number of college transfers grew steadily from 2,407 transfers in 1980-81 to 3,014 in 1985-86; 5) transfer students generally elected the university closest to home; 6) a higher percentage of college transfer students than direct-entry students entered the field of education, while a lower percentage selected science; and 7) at all three universities and for all student groups, students' academic performance was better during their second year than their first.

Fortin, H. (1987)

Autonomie et personnes âgées. Analyse critique d'une intervention à la coopérative d'habitation de la province du Québec.

Mémoires de maîtrise, Université de Montréal.

Fraser-Davey, H. (1987)

Stress amongst adult learners and its implications for programme design: A study of nurses.

Doctoral dissertation, Dalhousie University.

Frigon, F. J. (1987)

Educational development in the work organization: The case of task rotation in cooperatives.

Master of Education thesis, University of British Columbia.

Fukuyama, K. (1987)

History of the organization of hospital-based patient education programs.

Master of Education thesis, University of British Columbia.

Fuller, T. & Waldron, M. (1984)

What is university-community outreach? Some types, prospects and problems in a technological age.

Canadian Journal of University Continuing Education, vX, n2, p39-51.

Gaffney, M. F. (1987)

The Canadian Jobs Strategy: Selected outcomes and political system characteristics within a recurrent education context.

Doctoral dissertation, University of Alberta, Department of Educational Administration.

The purpose of this study was to monitor the Canadian Jobs Strategy (CJS), a Canadian government employment and training program, and an instrument used to finance recurrent education. The sources of information included project files, and CJS policy documents at the Regional Headquarters of Employment and Immigration Canada, where the researcher had been allocated workspace. These sources of information were supplemented by interviews with federal and provincial government personnel, secondary educators, and public statements by the Minister(s) for Employment and Immigration and other interested parties. The findings were interpreted through reference to literature about the nature of the recurrent education concept, and notions of political systems. The contentions that conflicting motives may underlie recurrent education policy were supported. Tensions were viewed as resulting from interaction between the implementing organization, the stated policy, the target groups, environmental factors, and actions at the policymaking level. Government action was found to shift between conflict management and service delivery.

Gagné, M. & Lemay, D. (1987)

Techniques d'enseignement utilisées par des formatrices d'adultes de la C.E.C.M.

Mémoires de maîtrise, Université de Montréal.

Galatiuk, E. J. (1986)

The design of a counselling service for adult learners.

Master of Education thesis, University of British Columbia.

Gale, J. R., Miner, F. C. & Hari Das, T. (1983)

Teaching methods, student preferences and learning: More than meets the eye?

Conference on the Evaluation and Improvement of University Teaching Proceedings, McGill University, Centre for Teaching and Learning Services, Montreal, QU.

Findings on teaching effectiveness are examined in the light of possible differences in students' learning styles. The paper proposes a research design to test the predictability of "learning" given variant teaching methods, preferred learning styles of students and subject matter taught.

Gallagher, Elaine M. (1984)

Teleconferencing: Nursing education at a distance.

Canadian Journal of University Continuing Education, vX, n2, p32-38.

Gansneder, Bruce M. & others (1983)

Factors influencing pursuit of the bachelor's degree by police officers.

American Education Research Association Proceedings, Montreal, QU.

The purpose of this study was to determine whether it was possible to discriminate on the basis of personal/demographic, professional, and motivational factors among police officers 1) who were pursuing bachelors' degrees, 2) who indicated they wanted to get a degree but were not pursuing it, and 3) who indicated they did not want a degree. A discriminant analysis of the data revealed that individuals not desiring a college degree were older, had more experience in law enforcement, and perceived college as not important to them either personally or professionally. Those desiring a degree or pursuing a college education were younger, had fewer years in law enforcement, and felt a college degree was important to them personally and professionally. Those who planned a degree but were not pursuing it were more career oriented than the degree pursuers and agreed cost and convenience were important factors influencing whether they would complete the degree. The degree pursuers were more oriented toward leaving law enforcement than individuals not attending college and did not believe cost or convenience was a factor influencing their decision to attend college.

Garrison, D. R. (1985)

A review of participation theory and research in adult and continuing education.

Canadian Journal of University Continuing Education, vXI, n2, p3-16.

During times of financial restraint, programming decisions demand more rational and accountable approaches. Programming decisions could be assisted immeasurably by an understanding of the adult learner's needs, motivations, and barriers to participation. However, there has been a negligible impact of participation theory on program planning in continuing education. The reasons for this are evident after reviewing the results of participation research during the last twenty years. It was concluded that we have not substantially furthered our understanding and prediction of why adults participate or not in adult continuing education. Given the limited generalizability of participation findings, it is suggested that practitioners become more involved in situation-specific research. Participation is unquestionably a key concept within the discipline of adult education, and an increased understanding of adult learner behavior could provide a more efficient and effective approach to the continuing education enterprise.

Garrison, D. R. & Baskett, H. K. (1987)

Research and publishing in adult education: A study of the approaches and strategies of the field's most successful researchers.

Adult Education Research Conference Proceedings, University of Wyoming, Laramie, WY.

Based on interviews with 17 pre-eminent North American adult education researchers, this paper presents data about their research orientations, support systems, how they generate research ideas, their writing processes and their publishing.

Gaskell, Jane & McLaren, Arlene, (Eds.) (1987)

Women and education: A Canadian perspective.

Calgary, AB: Detselig Enterprises Limted

This book offers an overview of women and Canadian education. The authors argue that one cannot understand education without considering it as a gendered experience.

Gass, D. A. & Curry, L. (1984)

Investigation in CPR training project.

Halifax, NS: Dalhousie University, Faculty of Medicine.

Report of a project designed to measure, in a community hospital setting, the important educational parameters in basic life support cardiopulmonary resuscitation training and the resultant changes in patient mortality and morbidity. The study examined the nature of the learning and forgetting curve for knowledge and skills, the relationship of perceived ability to measure knowledge and skills before and after training, roles taken in CPR incidents and the effect of practice on knowledge and skills retention.

Gee, Ellen M. & Kimball, Meredith (1987)

Women and aging.

Toronto, ON: Butterworths.

This book highlights the significant relationship between aging and women's issues.

Geis, George L. & Smith, Ron (1983)

If professors are adults.

American Educational Research Association Proceedings, Montreal, QU.

Strategies of faculty development are considered, along with possible roles of faculty developers. The research on adult education is reviewed, and two areas are discussed: reasons why adults participate in adult education, barriers to participation, and self-directed learning activities. It is suggested that the application of some principles of adult education to faculty development activities may be beneficial. The following roles of the faculty developers are proposed: helping the inservice faculty members to define their learning needs and goals; finding resources that are appropriate to learners' needs; and developing benchmarks toward the goal. It is argued that faculty development programs have not adequately defined learner needs, which is a key principle of adult education programming. In addition, the adult learning strategy of providing individual or individualized instruction is suggested for faculty development programs. The tendency of faculty development courses to resemble college courses is also criticized. Finally, it is suggested that the attitude of many faculty developers is more like that of the traditional teacher than that of the adult educator-resource person. The appropriateness of the adult-learner model to faculty development is further explored.

Geisler, Keith Kane (1984)

Learning efforts of adults undertaken for matriculating into a community college.

Doctoral dissertation, Texas A & M University.

Gerritsma, M. (1987)

Women and worker co-operatives.

Master of Arts thesis, University of Toronto (OISE).

Gerstner, Lorraine Susan (1987)

On the theme and variations of self-directed learning: An exploration of the literature.

Doctoral dissertation, Columbia University Teachers College.

Gibson, Neil (1986)

Support services for distance education students at the University of Guelph.

Master of Science thesis, University of Guelph.

Gill, K. P. (1986)

Retention of basic cardiac life support skills by nurses following retraining.

Master of Arts thesis, University of British Columbia.

Gitterman, G. E. (1986)

Mentors in nursing.

Master of Arts thesis, University of Toronto (OISE).

Glenn, Agnes Marie (1985)

The influences of selected government legislation on the development of the community colleges in Manitoba.

Doctoral dissertation, University of North Dakota.

The problem of this study was to determine the influences of selected federal legislation on the development of community colleges in Manitoba. The purposes of this study were to identify and describe specific federal legislation and federal-provincial agreements which influenced the development of community colleges in Manitoba, and to determine specific and perceived outcomes in the community colleges in Manitoba resulting from the legislative acts and agreements. The historical research method was used, and interviews were conducted to determine the perceived effects of legislation and agreements on the community colleges in Manitoba.

Goyer, Raymond (1983)

Evaluation of CEGEP courses in federal penitentiaries.

Montreal, QU: Federations de CEGEPs.

The study establishes what relationship, if any, exists between successful completion of CEGEP courses by inmates of federal penitentiaries in Quebec, and indicators of personal development and social integration.

Graham, Mary (1984)

Educational teleconferencing in Canada. Report to UNESCO from the New Technologies in Canadian Education Study.

Toronto, ON: TVOntario.

Griffith, Alison I. & Smith, Dorothy E. (1987)

Constructing cultural knowledge: Mothering as discourse.

In Jane Gaskell & Arlene McLaren (Eds.), Women and education: A Canadian perspective. Calgary, AB: Detselig Enterprises Ltd.

The purpose of this paper is to address mothering as a personal and emotional experience, but also as work. The authors attend to the work organization through which individual mothering experiences are linked to the social and institutional fabric, particularly the school.

Griffith, William S. (1988)

Integrated community-based human resource development in the Republic of the Philippines.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This paper deals with the Philippine experience based on the author's 11-month direct involvement as project consultant and subsequent correspondence with project personnel.

Griffon, Nathalie L. (1988)

Education à distance et développement de la communauté en Colombie.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Cette recherche sur le terrain est exploratoire et qualitative. L'intention est d'observer l'importance du caractère endogène à travers quelques institutions qui oeuvrent présentement dans le domaine de l'enseignement à distance en Colombie.

Griffin, Virginia (1983)

Teaching-learning models. Report to the Ministry of Education and the Ministry of Colleges and Universities.

Toronto, ON: Ontario Ministry of Education.

Griffith, Gwyneth (1983)

Images of interdependence: Meaning and movement in learning/teaching.

Adult Education Research Conference Proceedings, Universite de Montreal, Montreal, QU.

The study focussed on understanding the meaning of interdependence as opposed to dependence and independence and of the movement toward interdependence. Three perspectives of independence were identified: conservative, as used increasingly in management and international economics; liberal, as cooperation leading to self-actualization and personal freedom; and radical, which emerged as the major topic of the study.

Guilbert, Céline (1985)

Caractéristiques personnelles et académiques des étudiantes universitaires choisies dans des disciplines traditionnelles et non traditionnelles, une étude de cas: L'Université McGill, Montréal.

Thèse de doctorat, Université McGill.

L'objectif général de cette recherche est d'examiner les aspirations et les attentes des étudiantes universitaires par rapport à leurs antécédents familiaux et scolaires, au programme qu'elles ont choisi et à des variables psychologiques comme leurs attitudes et leur valeurs.

Guppy, Neil, Balson, Doug & Vellutini, Susan (1987)

Women and higher education in Canadian society.

In Jane Gaskell & Arlene McLaren (Eds.), *Women and education: A Canadian perspective*. Calgary, AB: Detselig Enterprises Ltd.

The purpose of this paper is to examine trends in women's access to and involvement in both universities and community colleges.

Gwilliam, J. (1987)

Managing in an affirmative action environment: An investment in equality.

Master of Education thesis, University of Saskatchewan.

Hache, George Joseph (1985)

The identification of entrepreneurial competencies associated with successful self-employment in trade-related occupations in the province of New Brunswick.

Doctoral dissertation, Texas A & M University.

The objective of this two phase study was to provide a description of the entrepreneurial competencies that are considered necessary for individuals seeking careers in self-employment in trade and service-related occupations. A secondary objective of the study sought to provide a description of how vocational education served to contribute to entrepreneurship. Data was gathered by means of personal interviews and a mail survey.

Hagarty, M. (1987)

Development of a program planning approach for adult religious education.

Master of Education thesis, St. Francis Xavier University.

Hagell, Elizabeth I. (1986)

Nursing knowledge: A sociology of knowledge analysis.

Master of Education thesis, University of Alberta, Department of Educational Foundations.

Halladay, J. (1987)

A study of maternal and child health information sources in South Sulawesi, Indonesia.

Master of Arts thesis, University of Guelph.

Hammond, L. (1987)

Continuing professional education activities of registered nurses in the south district of the Alberta Association of Registered Nurses.

Master of Continuing Education thesis, University of Saskatchewan.

Harasim, Linda (1986)

Computer learning networks: Educational applications of computer conferencing.

Journal of Distance Education, vl, nl, p59-70.

Such notions as "on-line education" and the "electronic schoolhouse" are gaining public attention and interest. Nevertheless, a great deal remains to be learned before the promise can become a reality. Although the technology for establishing electronic linkages between the home, the workplace, and the educational institution is available, knowledge of how to successfully design and operationalize such a learning environment is only beginning to be accumulated. Before devoting the enormous amounts of human and material resources necessary to implement such a system on any significant scale, pilot studies which generate data to inform the practice are critical. This paper, by reporting the results of an innovative pilot project to establish computer learning networks, aims to contribute toward developing a base of knowledge which can inform future activities in electronic learning.

Hare, W. & Jackson, T. (1983)

Worker self-management and adult education.

Convergence, vXVI, n1, p72-75.

Harris, David P. (1983)

The organizational patterns of adult ESL student narratives: Report of a pilot study.

Paper presented at the annual convention of Teachers of English to Speakers of Other Languages, Toronto, ON.

The writing patterns of adult native speakers of English was compared to that of students of English as a second language (ESL). The experiment suggests that there may be more effective ways of analyzing organizational structures than are currently available, and that film-based narratives, which are both familiar and straightforward, are a good way of introducing organizational principles in the ESL classroom. Class prewriting activities could include discussion of the film's event structure and of ways to translate this into effective narrative discourse structure. Classes can analyze finished narratives together through profiles of the organizational patterns.

Harris, F. (1987)

Content regulation in Canadian television: A theory of political learning in public policy and private sector relations.

Doctoral dissertation, University of Toronto (OISE).

Harrison, G. L. (1987)

Authoritative anarchy: Non-inference as a philosophy of volunteer coordination in adult education.

Master of Continuing Education thesis, University of Saskatchewan.

Harvey, Dexter & Cap, Orest (1986)

Resource material: Handbook of selected case studies.

Ottawa, ON: Health and Welfare Canada.

This handbook is designed to assist instructors in training human service workers who come into contact with older adults. The 250 case studies are actual cases collected by research staff in the field. Suggestions are offered for a variety of methods the instructors may use in presenting the cases. Questions are also suggested to stimulate discussion of the cases or to bring it back to a more productive direction of inquiry. The questions are rather general in nature and may be applied to most of the case studies whatever method is used for their presentation. The cases are organized into four groupings with similar principles involved in each group.

Haughey, M. L. & Yore, L. D. (1983)

Part-time studies: A report of three surveys.

Canadian Association for the Study of Adult Education Proceedings, volume I, Ontario Institute for Studies in Education, Toronto, ON.

The purpose of this survey was to explore commonalities and differences between three groups of undergraduate non-traditional students (i./e., on-campus part-time winter session students, off-campus part-time winter session students and summer studies students). Part-time students were defined as those taking less than twelve units during the September to April academic term, while summer studies students were defined as those attending courses scheduled during any of seven instructional periods between May and August. The survey obtained data

on the personal background of students, their academic program, course related factors, the use and satisfaction with university services, and their concerns.

Hayden, J. Michael (1984)

Seeking a balance, the University of Saskatchewan, 1907-1982.

Vancouver, BC: University of British Columbia Press.

A history of the University of Saskatchewan from its founding in 1909 to the present, concentrating on institutional development, relationship with governments, the changing nature of students and faculty, and the relationship with surrounding society.

Hein, Larry I. (1986)

Computer assisted learning in management training: The design and development of a time management learning package.

Master of Education thesis, St. Francis Xavier University.

Hein, Larry I. (1987)

Critical assumptions in university/industry continuing education.
Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

Adult educators practicing in a university Continuing Education Unit often find themselves in the role of conflict mediator when working with training and development people in government and business. Both the academic community and the training and development community harbour basic assumptions about education, training and development, and often assume that these assumptions are universally shared. These assumptions range from the very practical, such as the timing of training sessions, to the more complex, such as the identification of program content emphasis. This paper reports on a pilot study which identified some of these differing assumptions and discusses those which can be critical to successful cooperation in joint university and industry continuing education programs.

Hemmendinger, A. (1987)

Two models for using problem-posing and cultural sharing in teaching the Hmong English as a second language and first language literacy.

Master of Education thesis, St. Francis Xavier University.

Hendry, A. M. (1983)

Measuring adult student satisfaction: A model.

Canadian Vocational Journal, v19, n1, p47-50.

Hennawi, R. (1987)

The role of coordination in community development.

Master of Education thesis, St. Francis Xavier University.

Herman, R. (1983)

Intervening in groups: A repertoire and language of group skills for self-directed learning in decision-making groups.

Small Group Behavior, v14, n4, p445-464.

Herman, R. (1984)

Student perceptions of three modes of self-directed learning in a graduate program of adult education.

Canadian Association for the Study of Adult Education Proceedings, University of Guelph, Guelph, ON.

Hermany, Ted (1987)

An investigation into team member perceptions of communication in the individual program planning system at the vocational and rehabilitation research institute.

Edmonton, AB: Alberta Social Services and Community Health.

A study investigated the nature of communication related to the Individual Program Planning (IPP) client servicing system at a rehabilitative vocational training research institute. The questionnaire measured respondent attitudes toward the frequency, completeness, understandability, usefulness and formality of communication; preferences for communication types, formality, and frequency; and understanding of the IPP process. Results showed overall uncertainty as to the adequacy of IPP-related communication. Problem areas included: confusion resulting from team member changes; definition of team member responsibilities; comprehensibility in conference setting; knowledge of function of general referral form; frequency of meeting and telephone calls; completeness of memo information; general outlook of communication; and team member awareness of clients' status in other environments. Meetings and telephone communication were the most preferred methods of communication. Slight preference was given to informal communication.

Hey, McKenzie H. (1986)

A perceptual model of educational and career goal attainment behaviour: The cyclic process of lifelong learning.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

This study presents an integrated model of goal attainment processes, suitable for use by counsellors and teachers with adults who have returned to formal education. The model has been developed, tested and revised over a five-year period with adults in courses ranging from basic education to post-secondary levels.

Hey, McKenzie H. (1988)

Learning partnerships in adult education.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

A study to identify the positive and negative variables of a dyadic learning partnership. The study was conducted in Southwestern Ontario with 412 adult students and 93 teachers of adults. Separate samples were assembled for students and teachers. The representation was Adult Basic Education (30%), English/French as a Second Language (27%) and high school credit course (43%).

Hezekiah, J. A. (1987)

The development of nursing education in Trinidad and Tobago: 1956-1986.

Doctoral dissertation, University of Alberta, Department of Educational Administration.

The purpose of this study was to describe and analyze the development of nursing education in Trinidad and Tobago from the period of self-government to 1986, with special emphasis on the forces and factors that helped to shape the society, and consequently, nursing education. Because of the nation's historical legacy of colonialism and its current linkages with the United States and Canada, a major area that was fundamental to the analysis was to determine whether these two countries had superseded traditional British influences in determining health care policies and nursing education. This raised the issue of whether or not the education of nurses could be autonomously determined to meet the needs of the people. Findings indicated that psychological and administrative factors inherited from the nation's colonial past persisted in the post-independence period but there were political and economic factors in the era of the national government that promoted as well as hindered the progress of nursing education. The latter was related to the image, status, and powerlessness of nursing as a predominantly female occupation, and the nature of policy-making adopted by the government which favored incremental changes similar to its inherited colonial pattern. Further, while nursing education and practices were based on British ideas and values in the colonial era, with political independence, the United States and Canada became the dominant sources of ideas and values in influencing curriculum development and program changes. Nursing practice was, however, slow in effecting changes and retained much of the British tradition.

Hille, Rosanna (1987)

Housing co-ops: Adult education for social change.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

Co-operative housing provides a setting for delivering adult education in a unique context. Members of a co-op need specific knowledge, attitudes and skills to self-manage their housing communities democratically. In the process of learning individual skills which can provide some degree of personal empowerment, co-op members must also learn group skills such as communication and group decision-making, in order to create a healthy community. This paper reports on a nine-month study conducted by the Co-operative Housing Federation of British Columbia to determine how co-op members perceive their educational needs. The study was intended to encourage greater learner participation in developing the local education program for housing co-operatives.

Hinds, Cora (1987)

Analysis of the concept "learned resourcefulness:" Implications for practitioners.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

Concept analysis requires systematic examination of the attributes of a given concept for the purpose of clarifying the meaning of that concept. The term "learned resourcefulness" was first used in the context of coping skills training and denotes an acquired repertoire of behaviours and skills by which a person self-regulates internal responses, such as emotions, pain and cognitions that interfere with the smooth execution of a target behaviour. Adults facing life-threatening illnesses, such as cancer, often must call upon their individual resources to find meaning out of stressful, frequently contradictory experiences. Data from a quality of life scale completed by persons with lung cancer are incorporated into a process-regulating cognitions (PRC) model in analysing learned resourcefulness.

Hinds, Cora (1988)

Factors affecting information preferences of seriously ill adults: Implications for practice, education and research.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Conflicting views remain regarding the nature and amounts of information individuals desire when faced with a serious illness. The controversy stems from the fact that people vary in their preferences for detailed information and in the extent to which they want to participate in decision-making about their treatments. This paper focuses on the information preferences of persons with lung cancer.

Hlynka, D., Nwaerondu, N. G. & Ayele, A. (1986)

The development of a microteaching training program for the Ethiopian Nutrition Institute.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

The Ethiopian Nutrition Institute (ENI), located in Addis Ababa, has recently requested an educational consultant to assist in the evaluation and re-direction of their training program. The new program is based on a microteaching and reflective teaching model which will assist members of the Training Department of ENI to deliver instructional interventions on the topic of general nutrition to urban and rural populations of Ethiopia. This report summarizes the project to date, with particular reference to the appropriateness of the transfer of particular methodologies of training from one culture to another.

Hoare, M. (1987)

The morale of faculty in a community college setting.

Doctoral dissertation, University of Toronto (OISE).

Hodgson, P. (1987)

Project literacy BC: A community approach to literacy education in British Columbia.

Master of Education thesis, University of British Columbia.

Holden, D. E. W. (1986)

The effects on recidivism of university education provided to inmates of federal penitentiaries.

Kingston, ON: Queen's University, Department of Sociology.

This is a study of the effect university courses have on reductions in rates of recidivism of those inmates who successfully complete these courses. Ancillary variables include those that measure degrees of social integration into normal society on completion of sentence, levels of psychological determination to overcome the social handicap of being an ex-inmate, and the intervening variables of the Parole Board's activities.

Holm, G. (1986)

Participating and literacy in problem-posing extension for integrated rural development: A Sierra Leone study.

Master of Science thesis, University of Guelph.

Holmberg, Borje (1986)

A discipline of distance education.

Journal of Distance Education, vl, nl, p25-40.

This paper examines the grounds for regarding the study of distance education as an emerging academic discipline. The number of studies of various aspects of distance education has increased enormously in the last ten years. This paper categorizes these studies into groups dealing with various larger issues. Besides the increasing amount of research, both theoretical and practical, some institutions offer distance education courses on distance education. The paper examines the developing trends in studies of distance education, including the questions of individualization and student autonomy, the amount of support necessary for adult students, and the proper use of media and methods. The actual rationale for distance education must also be examined in the ongoing search for a comprehensive theory of distance education.

Home, Alice, Darveau-Fournier, Lise & Bedard, C. (1986)

Learning mutual helping, group and citizen participation: Preliminary results of a demonstration project.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

This paper presents the content, goals, program and selected results of two interrelated group programs, designed to promote learning by families in a high-risk community. The groups are offered as part of a three-year demonstration project in which local families provide short-term child care to other families experiencing stress. While both programs share common goals of increasing mutual helping and information-sharing, the care-giver group aims at providing training while the care-receiver group emphasizes decreasing isolation. The research component of the project ensures monitoring of both the service and its impact.

Home, Alice & Darveau-Fournier, Lise (1987)

Methodological dilemmas in evaluating demonstration projects.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

Demonstration projects can be valuable tools in promoting innovation, in an era of budgetary restraint, as they combine new program ideas with a built-in evaluation process. They are a compromise between costly, untested new programs and rigorous evaluative research which may take too long when pressing community problems require rapid solutions. These projects emphasize realistic goal setting, exploring key program elements, and supplementing summative evaluation with formative evaluation feedback to adjust the ongoing program. The very flexibility that makes demonstration projects appealing to community education researchers raises methodological dilemmas around evaluation. This paper argues that a flexible evaluation approach is required in which several types of research -- evaluative, developmental and action-research approaches -- are combined. A case study of a project designed to develop a child care service to help families under stress, while strengthening the community's capacity to respond to its own needs, is discussed.

Hommen, Leif E. (1986)

The "organic intellectualism" of Antonio Gramsci: A study of the concept as a contribution to the politics of adult education.

Master of Continuing Education thesis, University of Saskatchewan.

Hoover, M. (1987)

Suicide and the self as process: A self validation-invalidation.
Master of Education thesis, University of Alberta, Department of Educational Psychology.

Howard, Dawn C. (1984)

Reading and study skills and the distant learner.

Burnaby, BC: Simon Fraser University, Continuing Studies.

Describes the study tasks faced by postsecondary students engaged in learning at a distance and reviews the major findings of research on reading to learn from text materials. A self-instructional study in skills program is proposed. It is audiotape-based and consists of cognitive and affective strategies which are taught to students through modelling and guided practice in self-instructional techniques.

Howard, Sheila (1985)

Libraries in distance education.

Canadian Journal of University Continuing Education, vXI, n1, p45-58.

Hrimech, Mohamed & Danis, Claudia (1988)

Synthèse des principaux éléments de modèles de self-monitoring étudiés dans une perspective métacognitive.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Le but de la recherche est d'identifier les principaux éléments de modèles de self-monitoring représentatifs des approches actuelles afin d'en faire une analyse critique.

Hughes, B. (1987)

Adult education and northern development.

Master of Education thesis, University of British Columbia.

Humphries, C. H. (1987)

The training needs of parent educators.

Master of Education thesis, University of Alberta, Department of Educational Administration.

Hunt, A. Ian (1987)

Mutual enlightenment in early Vancouver, 1886-1916.

Doctoral dissertation, University of British Columbia.

The study summarizes an historical dissertation research project. It describes and explains the idea and the adult educational practice of intentional "mutual enlightment."

Hunt, A. Ian (1987)

A clerisy for mutual and popular enlightenment: The Art, Historical and Scientific Associations of Vancouver, 1909.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

Turn-of-the-century Canada has been noted for its obsession with easy profit and material gain. This was particularly true for Vancouver, a boom city at the frontier of the British Empire. In reaction to this rude atmosphere, the Art, Historical and Scientific Association was founded in 1894. This paper argues that Association members saw themselves as a "clerisy" -- a sophisticated educational leadership. Their mission was to promote the higher intellectual, aesthetic, scientific and moral elements of British culture and civilization amongst Vancouver's residents. The members' biographical characteristics -- social and national origin, occupation, education -- all indicate how they assumed elite social status within the city. This status, their special mission, and their substantial involvement within local education and reform circles thus explain the Association's impact and significance.

Imbeau, P. & Chene, L. (1984)

La formation des adultes: Une contribution du collège au développement de son milieu.

Montréal, QU: Fédérations des CEGEPs.

Rapport final d'un comité chargé de préciser les orientations du réseau collégial en éducation des adultes. Etat de question, tendances et hypothèses de développement de chacune des six parties: la clientèle, la formation, la reconnaisance des études, les services, les structures externes, et le financement.

Inschauspe, Paul (1984)

Collège Ahuntsic: Une ressource communautaire.

Montréal, QU: Collège Ahuntsic.

Il s'agit de connaître la zone d'influence du collège Ahuntsic et les indicateurs qui la composent pour que le collège puisse établir ses objectifs institutionnels. Le principal objectif est donc de relever des données, issues plus particulièrement du domaine soci-culturel, sur des indicateurs en fonction des besoins du collège comme pourvoyeur de services pour sa population scolaire.

Ironside, D. (1984)

Counselling adult learners in Israel and Canada.

Toronto, ON: Ontario Institute for Studies in Education, Department of Adult Education.

Describes five adult education settings to illustrate community-based adult education in Israel.

Ironside, D. & Macdonald, M. (1985)

Support services for adult students studying on-campus in Canadian universities.

Ottawa, ON: Canadian Association for University Continuing Education.

Questionnaire survey of university continuing education units dealing with institutional practices regarding support services (counselling, program advising, testing orientation and learning assistance, child care and social activities), access and progrm availability for adult students studying on campus.

Comments on the needs of adult students and the future direction of support services were also elicited.

Isabelle, R., LeRoux, J. & Sansregret, M. (1986)

Expérimentation du portfolio pour reconnaître les acquis de formation.

Montréal, QU: Fédération des CEGEPs.

A partir d'instruments de travail fabriqués par Marthe Sansregret, un certain nombre de collèges expérimenteront la démarche-portfolio, de septembre 1985 à juin 1986. Les mois précédents seront consacrés à la préparation de l'expérimentation (sélection et formation des responsables, etc).

Jackson, L. (1987)

Role of the business education department head.

Master of Education thesis, University of Alberta, Department of Secondary Education.

Jackson, Lorraine M. & Yamanaka, Ellen (1985)

Measuring women's attitudes, goals, and literacy toward computers and advanced technology.

Educational Technology, v25, n2, p12-14.

Describes a study examining relationships between Canadian adult women's ages, goals, literacy, and attitudes toward computers and advanced technology. Results indicate a strong correlation between technical goals, enjoyment, and technical term understanding, and a belief men are more technically literate. Recommendations are made for educating women in advanced technology.

Jackson, Nancy S. (1987)

Skill training in transition: Implications for women.

In Jane Gaskell & Arlene McLaren (Eds.), Women and Education: A Canadian perspective. Calgary, AB: Detselig Enterprises Ltd.

This paper explores how concepts like "skill" and "competence" have been used by policy makers in the last decade to organize a new public consensus about the goals of education. The author argues that the interests of learners in general and women in particular are jeopardized by the current focus on the "requirements of industry" and the "needs" of the labour market, and that both a theoretical critique and political analysis are required to discern and defend women's interests in this context.

Jaco, Rose Marie (1987)

A study of the marriage-related learning interests of engaged people in pre-marital education courses.

Doctoral dissertation, University of Toronto, (OISE).

The purpose of this research was to obtain information about the marriage-related learning interests of engaged people, in order to include the learner's

perspective in the pre-marital education process, thereby increasing the meaningfulness and impact of the educational experience for engaged people. The sample population answered a questionnaire asking them to identify the topics of greatest and least learning interest to them.

Jacobs, C. (1986)

An evaluation of the rural seminars for vital people: A leadership training program.

Master of Science thesis, University of Guelph.

Jacobson, B. L. (1987)

Office automation and secretarial careers.

Master of Education thesis, University of Alberta, Department of Secondary Education.

James, Robert Peter (1987)

Nonverbal intelligence and social maturity: A comparison between hearing-impaired and hearing adult education students.

Doctoral dissertation, University of Southern Mississippi.

Thirty-eight hearing impaired and 36 hearing adult education students were investigated to compare their levels of nonverbal intelligence. Additionally, the same two groups were investigated on the dimension of social maturity via teacher-informants who were adequately familiar with the subjects of the study. For both of the dimensions that were investigated, a test was conducted on the obtained means to see whether statistically significant differences existed between the hearing and hearing handicapped groups.

Jeacock, R. L. (1983)

The impact of Malaspina College on the local economy.

Nanaimo, BC: Malaspina College, Business and Public Administration.

An update of a 1977 study which estimates the direct and indirect expenditures of the college, its students and employees; college-related revenue received by local government; costs incurred by local businesses and governments due to the existence of the college; and the number of direct and indirect local jobs attributed to the presence of the college.

Jeffery, Gary H. (1983)

Multi-point teleconference and regular classroom teaching.

Canadian Journal of University Continuing Education, vIX, n1, p18-23.

Jennett, Penny & Laxdahl, O. E. (1985)

A study of the effectiveness of continuing medical education in improving physical performance.

Saskatoon, SK: University of Saskatchewan, Continuing Medical Education.

Although family doctors play a very important role in determining the health of Canadian people, there is still considerable room for improving their knowledge and skill concerning the prevention, early detection and management of the major causes of death and disability. Effective CME could help greatly, but there is little evidence that presently available systems of CME, though costly, are effective in improving either patient office management or patient health. This study develops, field tests and evaluates more efficient and effective CME programs for family doctors which apply to office practice.

Jensen, B. L. (1987)

Educational change in revolutionary Grenada: 1979-1983.

Master of Education thesis, University of Alberta, Department of Secondary Education.

Johnson, D. (1987)

Student marriage: Self esteem, locus of control, and sex-role orientation.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Josephson, Wendy L. & Colwill, Nina L. (1984)

The relative importance of the manager's roles in different types of organizations: Perspectives from the inside and outside.

Winnipeg, MB: University of Manitoba, Faculty of Business Administration.

Students in administrative studies and top managers were asked to assess the importance of ten managerial roles. Student and management profiles were compared over the entire sample and by type of organization. Students' assessment of their preparedness for each role, and the role of university education in preparing them, were determined. Managers were asked to estimate the contribution made by a university education to new employees' performance on each role.

Kalyn, P. (1983)

Saskatchewan community colleges: A shattered dream, 1971-1981.

Prince Albert, SK: Natonum Community College.

This study argues that the development of government bureaucracy and political repriorizations have led to a dislocation of the original intent of the Saskatchewan community colleges.

Karpiak, Robert (1985)

Language teaching through distance education: Some approaches to two-way communication.

Canadian Journal of University Continuing Education, vXI, n2, pl7-33.

Increasing the quality, frequency, and flexibility of mediated two-way communication between instructors and students has become a priority in distance education research. The effectiveness of such communicaton is particularly important in the teaching of languages, where some acquisition of oral-aural skills is involved. However, surveys of resource materials and publications have disclosed a lack of experiential documentation on the practical adaptations of communications theory and technology to teledidactic language instruction. Research conducted into the teaching of languages through the University of Waterloo Correspondence Program examined three phases of course-related communication. The findings were based on interviews with regular faculty members engaged in the design, development, and instruction of language courses in the distance education mode.

Kavanagh, Richard O. (1987)

A citation analysis of "Adult Education Quarterly," 1971-1986.

Adult Education Research Conference Proceedings, University of Wyoming, Laramie, WY.

The articles published in Adult Education Quarterly were examined to determine the proportion of citations to studies of an explicitly adult education nature as opposed to studies from another focus. Patterns found in these proportions suggest an increasing reliance on previous adult education studies as the basis for more recent research in the field. These findings support the notion of the emergence of an adult education discipline.

Keane, Patrick (1984)

Useful knowledge and morality: The San Francisco Mechanics' Institute, 1854-1906.

Adult Education Quarterly, v35, n1, p26-49.

Keane, Patrick (1984)

Questions from the past of appropriate methodology for adult learners.

Convergence, vXVII, n2, p52-64.

Kember, David & Harper, Greg (1987)

Approaches to studying research and its implications for the quality of learning from distance education.

Journal of Distance Education, v2, n2, p15-30.

This study reviews the literature on the process phase of learning which is concerned with student's approaches to studying. Most of this research has focussed on students in full-time, face-to-face study. The appropriateness of the research to distance education is discussed. The relationship between various constructs arising from the approaches to studying research and academic outcomes are then examined. For distance educaton, surface approach or a propensity towards rote-learning appears strongly related to persistence. The final part of the paper considers ways in which approaches to studying, particularly surface approach, can be influenced by input variables.

Kemerer, Richard W. & Schroeder, Wayne L. (1983)

Determining importance of community-wide adult education needs.

Adult Education Quarterly, v33, n4, p201-214.

Kemerer, Richard W. & Wahlstrom, Merl (1984)

Predicting on-the-job performance: Evaluation of a training program.

Adult Education Research Conference Proceedings, North Carolina State University, Raleigh, NC.

This study examines the problem of measuring pretest-postest performance changes in a training program for newly hired bank employees and then relating these changes to on-the-job performance.

Kibbler, C. (1987)

The adult student and anxiety.

Master of Education thesis, Un'iversity of Alberta, Department of Industrial and Vocational Education.

Kim, Ki Su (1986)

The educational theory of John Stuart Mill.

Doctoral dissertation, University of Alberta.

Kinney, R. R. W. (1987)

Delivering professional continuing education to rural Western Canada: A proposed model.

Master of Education thesis, St. Francis Xavier University.

Kirkwood, Lynn (1986)

Women in university education: Oral histories of nursing educators.

Kingston, ON: Queen's University, Faculty of Nursing.

This study examines the concept of women's power as it relates to nursing educators' experiences in developing university nursing education in Canada, 1920-1970. Interviews with 15 former nursing educators focus on how they experienced their struggles to secure university education for nurses, the major issues confronting them and how they dealt with them, how they gained support and dealt with set-backs, and how they symbolized or named their experiences.

Klassen, C. (1987)

Language and literacy learning: The adult immigrant's account.

Master of Arts thesis, University of Toronto (OISE).

Knapper, C. K. (1983)

Lifelong learning, instructional development, and the future of higher education.

Waterloo, ON: University of Waterloo, Teaching Resource Office.

An examination of efforts made by universities to promote lifelong learning skills in students and the contribution of instructional development units to this process. Results are based on an examination of higher education in North America, Europe and Australasia.

Knapper, C. K. & Cropley, A. J. (1983)

Higher education and the promotion of lifelong learning.

Studies in Higher Education, v8.

This study develops a model of lifelong learning in higher education, describes ways of fostering independent learning skills, and outlines constraints and courses of resistance to the lifelong learning concept.

Knapper, C. K. & Cropley, A. J. (1984)

Lifelong learning and higher education.

London, England: Croom Helm.

An examination of the concept of lifelong learning as developed by UNESCO and a review of how lifelong learning is fostered by existing practices and organizational structures in higher education institutions in Canada and elsewhere.

Koffi, K. A. (1987)

Langue d'apprentissage et satisfaction des néoalphabetes ivoiriens.

Thèse de doctorat, Université de Montréal.

Konrad, A. G. (1986)

Student evaluation of teaching: Research and recommendations.

Paper prepared for the Committee for the Improvement of Teaching and Learning, University of Alberta, Edmonton, AB.

This paper provides an overview of instructional evaluation in higher education with a special emphasis on student evaluation of teaching. The paper includes an examination of the context for evaluation, components of evaluation, and research on student evaluation of instruction, and it proposes a series of recommendations for the implementation of student evaluations. Reviews selected literature regarding such matters as validity, reliability, influential factors, instrumentation, administration, and impact of student evaluation of teaching. Research evidence on the impact of student ratings on the improvement of teaching is also examined.

Konrad, A. G. & Small, J. M. (1986)

Transfer arrangements in Alberta postsecondary education.

Edmonton, AB: University of Alberta, Faculty of Education.

A study of processes and arrangements for transfer from community colleges to universities with special focus on an examination of problems and emergent issues.

Koodoo, Aaron H. (1984)

Reasons for withdrawal and/or non-graduation from a community college.

Canadian Vocational Journal, v20, n2, p35-37.

This study of a random sample of 125 nongraduates and withdrawals from a Canadian community college found that the most frequently given reasons for noncompletion were school related, e.g. lack of interest, test failure, boredom, and dislike of teachers or courses.

Kops, Bill & Percival, Anne (1988)

Using focus group interviews to assist program planning.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The authors argue that the focus group interview is a technique which program planners could utilize advantageously to gather data to inform decisions. The use of focus groups as a technique is presented in the context of being controlled/initiated by expert planners.

Kordyban, L. (1987)

Battered women's experience of group counselling: A phenomenological study.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Korella, Lynell (1983)

Administrator frustration in a community college.

Doctoral dissertation, University of Alberta, Faculty of Education.

This study identifies sources, immediate effects and consequences of administrator frustration. Sources were most often interpersonal and involved the immediate superordinate, in terms of increased task energy and creativity, when goal blocks were resolved by the administrator. Consequences varied depending on the individual or group affected.

Kulich, Jindra (1985)

The involvement of European universities in continuing education. Vancouver, BC: University of British Columbia, Centre for Continuing Education.

Unlike universities in North America, continental European universities have remained, until very recently, aloof from community service and continuing education. This study examines the institutional, educational, social, political and economic factors that influenced such a path; other institutions in Europe which provide continuing education; and current approaches to the issue.

Lam, Y. L. J. (1984)

Exploring the principles of andragogy: Some comparison of university and community college learning experiences.

Canadian Journal of Higher Education, vXV, n1, p39-52.

Examination of learning experiences of 740 university and college students in various programs from the andragogical perspective. Through analysis of 15 aspects of the learning process, discrepancies of real and desired learning experiences were traced to institutional, program and individual characteristics. The principles of andragogy remain valid as instructional guidelines for postsecondary institutions, but the present findings draw attention to the importance of intellectual maturity as a basic source of organizing meaningful learning for adult learners.

Landry, F. (1985)

Le matériel imprimé en formation à distance.

Québec, QU: Université du Québec, Télé-université.

Le projet porte sur différents aspects de la préparation et de l'utilisation des documents imprimés en formation à distance. Des études antérieures portaient sur la lisibilité linguistique des textes imprimés utilisés dans les cours de la Télé-université, sur l'accessibilité des texts pédagogiques s'addressant à des étudiants débutants dans une discipline, et sur les capacités d'adultes peu scholarisés à comprendre des textes de niveau universitaires. Les travaux en cours visent la rédaction d'un document-synthèse sur le matériel imprimé en formation à distance.

Lang, H. R. & Scarfe, D. R. (1986)

A survey of Indian/Metis teacher education programs: Peer support.

Paper presented to the Mokakit Conference of the Indian Education Research Association, Winnipeg, MB.

This study examined the nature of, and events occurring in, ten Indian/Metis teacher education programs (9 Canadian, 1 Alaskan) which could contribute to the use or development of student peer group support. Information was sought about opportunity to interact as a program/class group, events which enhance Indan/Metis identity, program components intended to develop interpersonal or group skills, the role of faculty and program delivery mode in influencing development of the group as a support system, and other factors enhancing/limiting development of the group as support. Questionnaire responses indicated the following practices may foster group support systems: off-campus program location, group counseling, social events, formal orientations, attendance at native conferences, seniors acting as mentors to junior students, and provision for faculty/student interaction. Other factors identified as facilitating group development included holding retreats, providing in-program workshops, having small classes, sharing common survival problems, having a high proportion of mature students, sharing cultural values and kinship bonds, and perceiving the program to be native controlled. Factors reported to limit group development included family responsibilities, distance between home and center, transportation availability, lack of funds, heavy course loads, and many diverse cultural groups of students.

Larocque, Denis (1988)

Le questionnement spontané de l'adulte dans une situation d'apprentissage informel, la visite de musée.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Pour qu'une visite soit active, l'exhibit doit susciter des questions chez le visiteur. Ces questions ne sont pas seulement celles qui viennent spontanement au visiteur mais aussi celles que le muséologue veut que celui-ci se pose. Cette situation mene à l'éloboration de toute une batterie d'instrument pour atteindre le but de cette recherche.

Lauzon, Allan C. & Waldron, Mark W. (1988)

Work: Its role and relationship to the participation of full-time adult male students in higher education.

International Journal of University Adult Education, vXXVII, n3, p12-22.

The last two decades have seen a significant increase in the number of adult students participating in higher education. If the educational institutions are to respond to this new client group they will need to develop a research knowledge base in order to adjust policy, practices and services. This study attempts to make a contribution to this knowledge base by developing a rationale for isolating a relatively homogeneous group of adult students based upon sex, age, marital status and student status. The sample population consists of full-time married male students aged twenty-five to thirty-five inclusive. The study examines the reasons this group gives for nonparticipation, reasons for participating and trigger events. The major findings indicate that the concept of work is instrumental in understanding the participation of this group of adult students in higher education.

Law, Michael (1988)

Ensuring "guidance and control": The Carnegie Corporation and the "founding" of adult education.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purpose of the study reported here was to examine critically the symbiotic relationship between Carnegie and the AAAE by revisiting the circumstances of the founding of the American Association. This summary paper offers an interpretive historical sketch that seeks to identify the contours of the ideological framework within which organized adult education was fashioned.

Lawless, D. J. (1984)

A comparative study of decision-making in universities.

Winnipeg, MB: University of Manitoba, St. Paul's College, Department of Psychology.

This study focusses on academic decision-making in a sample of 42 universities in Canada, Britian, Europe and the United States through personal interviews with key administrative, academic and student officers.

Lawton, Stephen B. & Donaldson, E. Lisbeth. (1987)

The cost of adult continuing education in Ontario.

Toronto, ON: Ontario Ministry of Education.

An investigation into the costs of adult continuing education in Ontario was conducted to provide information that could be used in setting the level of provincial grants for continuing education programs. The research was carried out over a 6-month period from April to October 1987. An analysis of the data gathered found five key issues and five subordinate issues. Key issues were: 1) the average expenditure per continuing education average daily enrollment in 1986 for the province as a whole was $2,816; 2) it is unlikely that current differences in rates of pay between continuing education and day school teachers will remain, especially in the case of credit classes for which certificated teachers are required; 3) expenditures per student for continuing education programs are less than those for day school programs in large part due to the lower levels of service being provided; 4) adult continuing education is the "frontier" of educational development and is in a state of disarray; and 5) the lack of provincial funding for all general interest courses deprives some groups of this service and the opportunity to enhance the skills and health of Ontario residents.

Lechowick, J. M. (1987)

An interactive approach to health education: Postcoronary clients as learners.

Master of Education thesis, St. Francis Xavier University.

Lefèbvre, André (1988)

Les enseignants et les musées.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Au moyen de comptes rendus, l'étude examine trois bénéfices que tirent les enseignants de leurs visites de lieux d'ordre muséal: les apprentissages, les expériences d'ordre affectif et le recours à l'imaginaire.

Lefèbvre, Bernard & Lefèbvre, Hélène (1988)

Le visiteur de musée.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Cette étude propose d'identifier les catégories de visiteurs de musée: les visites individuelles et les visites collectives et, en quoi constitue la motivation de ces visiteurs.

Lefèbvre, Hélène (1988)

Réflexion au sujet des bénéfices du visiteur de musée.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Le musée est une institution publique dont un des rôles est de sauvegarder le patrimoine et la culture des civilisations. Il se doit d'être accessible à tout sans discrimination de classe, d'ethnie ou de niveau scolaire. Les gérants d'Etat exigent que le musée soit rentable. Afin d'atteindre cet objectif, les muséologues accentuent les recherches au sujets des publiques qui le fréquentent et tentent d'en attirer de nouveaux.

Leonard, Regina A. (1986)

A follow-up study of the graduates from the fundamentals in operating room nursing program, University of Alberta Hospitals, May 1981 to July 1985.

Master of Education thesis, University of Alberta, Department of Educational Administration.

Lethinen, J. M. (1987)

Toward an understanding of the role functions of the supervisory conference in theological field education.

Master of Arts thesis, University of British Columbia.

Lewis, J. E. (1987)

Maximizing the effectiveness of 4H group training through improved facilitation skills.

Master of Education thesis, St. Francis Xavier University.

Lightbown, Patsy M. (1984)

Input and acquisition in second language classrooms.

TESL Canada Journal, vl, n2, p55-68.

Describes a study which examines "introducer forms" used by English as a second language learners to initiate picture descriptions. Results suggest that students receiving formal second language instruction process the input data in ways which are more "acquisition-like" and often not consistent with what the teacher intends for them to learn.

Linton, H. A. (1986)

Productivity improvement in organizations: A human resource development perspective.

Master of Education thesis, University of British Columbia.

Lips, Hilary M. (1984)

Math/science self-schemas and curriculum choices among university women.

Paper presented at the Annual Convention of the American Psychological Association, Toronto, ON.

Four hundred forty-six female university students who had completed at least five courses were tested for self-schemas in math/science ability. One hundred eighty-four of the women had taken or were taking more than the required one basic math or science course. It was found that 35% of the women in the sample could be classified as having a positive self-schema for math/science ability, while only 14.1% could be classified as having a negative self-schema for this ability. Women were more likely to have a positive schema for math/science ability if they had taken or were taking math or science courses. Both the finding of such a small proportion of women classified as having a negative schema and the subjects' responses to open-ended questions about the reasons for their course choices suggest that many university women avoid math and science courses not because of a sense of inferiority with respect to their abilities in these areas, but simply because of a lack of interest. The problem of women's avoidance of math and science courses may well lie less with the women themselves than with the presentation of math and science to them.

Lips, Hilary M. (1985)

Self-schema theory and gender-related behaviors: Research on some correlates of university women's participation in mathematics, science and athletic activities.

Ottawa, ON: Social Sciences and Humanities Research Council of Canada.

The usefulness of the self-schema construct for understanding and predicting human behavior and the reason for the gender-relatedness of certain behaviors and experiences were investigated in three studies. The studies examined cognitive correlates of two gender-related behaviors that are more characteristic of and problematic for women than for men: the avoidance of math and science, and non-participation in athletics. Subjects completed questionnaires measuring their self-schemas for math/science ability, physical ability, and general competence; their perceived physical ability and physical self-presentation confidence; a modified Bem Sex Role Inventory; and several open-ended questions about their performance in courses and athletics. Results are presented in detail.

Little, David J. (1984)

Aims and instructional variables as interactive predictors of adult education methods: A conceptual analysis.

Adult Education Research Conference Proceedings, North Carolina State University, Raleigh, NC.

The purpose of this study was to examine the influence of adult education "aims" and instructional variables on the selection of methods, and to explain how contemporary methods are influenced by the aims of adult education and other variables related to the design and management of instruction.

Little, David J. (1985)

Self-directed education: A conceptual analysis.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

The purpose of this paper is to identify the best strategies for learners involved with different types of knowledge. It distinguishes between primary and support strategies, and technical, interpersonal and intrapersonal knowledge.

Livingstone, D. W., Hart, D. J. & Davie, L. E. (1984)

Public attitudes toward education in Ontario 1984. The fifth OISE survey.

Toronto, ON: OISE Press.

A representative sample of 1,046 adults were interviewed in their homes and 127 corporate executives completed a mailed questionnaire. Respondents answered questions about: their general assessment of the quality of high school education; their attitudes toward public expenditures on education; their concerns about accessibility to services and equality of opportunities in education; their preferences about who should control major activities in the high schools; their concerns about curricular priorites for high schools in terms of general objectives and specific required subjects; their beliefs about the relationship between school and employment; and their participation in, and support for publicly funding various types of adult education activities. Respondents expressed a general confidence in education and consistently placed education as a high priority in relation to other pressing public needs; most were in favour of increasing expenditures to all levels of education. They were divided over the quality of education in the high schools but were in agreement that job training was the most important overall objective of secondary education. About one-half of all respondents reported that they had participated in some form of adult education; the highest participation rate was in the 34-44 year age group, among those with some post-secondary education and with an income over $20,000. Support for public funding to adult education activities was as follows: for job training 87%, for basic literacy 71%, for high school courses 66%, for English as a second language 57%, for post-secondary courses 52%, for French as a second language 40%, and for general interest courses 28%.

Livingstone, David W. & Davie, Lynn E. (1986)

Public attitudes toward education in Ontario 1986. The sixth OISE survey.

Toronto, ON: OISE Press.

Logan, K. J. (1986)

Facilitating a career development program for clerical workers.

Master of Education thesis, St. Francis Xavier University.

Long, P. (1986)

Towards a model of institutional support for part-time learners in post-secondary education: Case studies from Ontario, Canada and Queensland, Australia.

Doctoral dissertation, University of Toronto (OISE).

Loose, Ken (1983)

Investigation of planning, development and implementation procedures for a cooperative venture in educational teleconferencing in advanced education.

Calgary, AB: University of Calgary, Faculty of Continuing Education.

This study identified planning priorities which would make possible the incremental development of an educational teleconferencing network through the cooperative effort of advanced education institutions; identified the communication networks or sets of networks, associated hardware, centre sizes and locations, and resource requirements; prioritized the options identified; and determined methods of implementing the findings.

Lotz, Jim & Welton, Michael R. (1987)

"Knowledge for the people": The origins and development of the Antigonish movement.

In Michael R. Welton (Ed.), Knowledge for the people: The struggle for adult learning in English-speaking Canada, 1828-1973. Toronto, ON: OISE Press.

The purpose of this paper is to give a brief resume of the Movement, drawing upon recent scholarship, and to try to set it into a conceptual framework.

Loyer, Marie des Anges & O'Reilly, Robert R. (1985)

Assessing the impact of education on leadership effectiveness of graduates.

Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Ninety-three percent of Ontario's community health supervisors participated in a study investigating the impact of educational preparation on leadership effectiveness. The Fiedler Contingency Model of Leadership Effectiveness provided the study's rationale. Analysis of the data confirmed the hypotheses that, in favorable situations, groups led by low LPC (task-oriented) supervisors are more effective than groups led by high LPC supervisors; and that, in only moderately favorable situations, groups led by high LPC supervisors are more effective than groups led by low LPC supervisors. Since educational training was assumed to increase the favorability of work situations, it was further hypothesized that baccalaureate training would improve the performance of both high LPC and low LPC supervisors in favorable situations, but would lower the performance of low LPC supervisors in moderately favorable situations. These hypotheses were also upheld.

Lusthaus, Charles (1988)

Training administrators of adult education: New agendas for research and program development.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purpose of this study was to explore the type of administrative training being offered in Canada to present and potential administrators of Adult Education.

The paper describes the types of organizations that provide adult education; describes programs in Canada that prepare managers of adult education; and offers some thoughts on an agenda for research and program development in the field of Adult Education administration.

Lynd, D. (1984)

Survey of 1982 graduates of universities, colleges and trade/vocational schools.

Ottawa, ON: Statistics Canada, Education Support Branch, Postsecondary Education Section.

A sample of 40,000 1982 graduates were surveyed in 1984 to address such topics as employment rates, relationship of work to educational program, salaries, mobility and further education plans. Estimates are produced by province, field and level of study, and sex.

Lyons, Joan Elisabeth (1985)

Socialization in middle age: A study of mature students.

Doctoral dissertation, University of Waterloo.

The purpose of this research is to study certain aspects of middle-aged life which are preparatory socialization for old age. Data were obtained from interviews and from mail survey questionnaires.

Lyons, P. (1987)

The relationship between religious orientation and empathy in pastoral counsellors.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

MacDonald, Cheryl (1986)

Adelaide Hoodless: Domestic crusader.

Toronto, ON: Dundurn Press Limited.

The author documents the life of Adelaide Hoodless, the Victorian matron who opened many new doors for Canadian women, yet saw herself as a guardian of the traditional sexual division of labour. Adelaide Hoodless' crusade for domestic science fought to place the labour involved in managing a home on an equal standing with the labour of the workplace, changing the perception that the private realm was divorced from the public, and thus paving the way for greater equality between the sexes.

MacDonald, D. B., jr. (1986)

Producing "narrowcast" video: An analysis of an approach to video production.

Master of Education thesis, St. Francis Xavier University.

MacInnes-Rankin, Ethylyn (1985)

A comparison of tutor and student expectations of advising services in a distance education institution.

Richmond, BC: Open Learning Institute, Student Services Division.

A literature review of adult counselling, counselling for distance education students, non-traditional students and needs of native students. Includes an analysis of results of a questionnaire sent to Open Learning Institute tutors and students.

MacKenzie, P. G. (1987)

A study in the application of adult education evaluation methodology to the field of social services.

Master of Education thesis, St. Francis Xavier University.

MacKeracher, Dorothy (1984)

An overview of the educational system in Canada. Report to UNESCO from the New Technologies in Canadian Education Study.

Toronto, ON: TVOntario.

Outline of the Canadian educational systems; their administrative structures; curricula for elementary, secondary and postsecondary levels; graduation requirements; teacher training and certification; and policies relating to religious and private schools.

MacNeil, T. (1983)

The human side of aquaculture.

Paper presented at the National Aquaculture Conference, Saint Andrews, NB.

MacPherson, Ian (1987)

"An act of faith and optimism": Creating a co-operative college in English Canada, 1951-73.

In Michael R. Welton, (Ed.), Knowledge for the people: The struggle for adult learning in English-speaking Canada, 1828-1973. Toronto, ON: OISE Press.

This paper traces the development of the Western Co-operative College.

Magnan, J. (1986)

Applying principles and conditions of adult learning to teaching a university course.

Master of Education thesis, St. Francis Xavier University.

Marchand, Louise (1983)

A new methodology in adult education practice: The "+ 1 Stage Technique".

Canadian Association for the Study of Adult Education Proceedings, volume II, Ontario Institute for Studies in Education, Toronto, ON.

Previous research has shown that children and adolescents can progress in the stages of moral judgment. However, in the case of adults, Kohlberg (1969) suggested there might be crystallization after the age of 25. The purpose of this research was to establish whether the structure of moral judgment of a group of adults could be changed by the " + 1 stage" technique. Results indicated that the structure of moral judgment is not crystallized after that age. The existence of different stages in general and sexual moral judgment was also corroborated by this research.

Marchand, Richard Francis (1986)

The development of sexual orientation as an adult learning process: The body and language of coming out.

Doctoral dissertation, University of Toronto (OISE).

An inquiry into the phenomenon of gay male coming out: the disclosure to self and others of same-sex attraction. As a concept, coming out is grounded in the gay idiom "coming out of the closet," which means actualizing gay sexuality. Although much has been written about coming out, little attention has been paid to the inner experience and the importance of self-reflection in the process. Thus, the inquiry follows the hermeneutical paradigm of interpretive human studies where the presence of the researcher's biography and self-reflective discourse forms the ground of the study. The inner experience of coming out is uncovered in the researcher's reflective attention to the sensations and expressions of his own body in the encounter with the existential path of the inquiry, through interviews, literature selection and observations of gay men in everyday life. A conceptual movement in the researcher's understanding of coming out emerges in the inquiry process: from knowing coming out as an event of passage in gay life to knowing coming out as a lifelong encounter and re-encounter with self-disclosure. The thesis proposes that the effect of such continuous encounters with self-disclosure is transformational; a dialectical movement between consciousness and body and between self and other, forming a praxis for open and authentic gay presence in society. The contribution of the work to adult education will be its furtherance of knowledge on experiential learning and its pushing forward the frontiers of sexual understanding.

Marchioli, M. (1987)

The role of learning style in a chronic pain treatment program.

Master of Education thesis, University of British Columbia.

Maritime Provinces Higher Education Commission. (1983)

Research profile: Maritime postsecondary institutions.

Fredericton, NB: Maritime Provinces Higher Education Commission.

Description of institutional resources, targeted research performed by institutions, by faculty, department, title, contractor and amount of funding, research capacity in departments where targeted research is ongoing, and major specialized resources by department.

Mascher, H. (1987)

Orientations and options in ethics for adult education.

Master of Education thesis, University of British Columbia.

Masse, Monique (1983)

Test de mesures des attitudes créatrices dans une population adultes québecoise.

Hull, QU: Université du Québec à Hull, Département des sciences humaines.

Les objectifs sont d'établir une liste des attitudes créatrices les plus importantes, de mesurer des attitudes créatrices et de valider cette mesure par rapport à elle-même et à d'autres mesures déjà existantes.

Mathieson, Andrea (1988)

Lifelong education as social policy: Ideals and realities.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This paper is derived from a larger, normative study of lifelong education policy as social policy. In that project an analytic framework was developed and then employed to analyze the expected social outcomes of lifelong education policies described in several sources.

Maybee, M. A. R. (1987)

Transpersonal learning: The development of a process model.

Master of Education thesis, St. Francis Xavier University.

Mbonabucya, S. (1986)

La formation des administrateurs des coopératives du Rwanda.

Mémoires de maîtrises, Université de Montréal.

McCreary, Elaine K. (1983)

Use and utility of information channels for self-help advocacy groups.

Adult Education Research Conference Proceedings, Montreal, QU.

This study conceptualized the relationship between society and informal learners and obtained empirical evidence of how informal learners make use of society's learning resources.

McCreary, Elaine K. (1985)

The acquisition of information resources by informal adult learners.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

This research explores the extent to which one constituency of the learning society uses the educative potential of mass media, government, organizational and personal networks to support informal learning. The study provided descriptive data on how members of advocacy groups as users of information acquired resources from a wide variety of channels in society, and tested hypothesized interactions between user, channels and information variables.

McDaniel, Susan A. (1986)

Canada's aging population.

Toronto, ON: Butterworths.

This book explores the complexities of demographic aging in a dynamic manner. Population aging is presented as a policy-oriented social problem which can be addressed creatively by Canadians.

McDonell, D. J., DuGas, B. W. & Casey, A. M. (1988)

Delivering a baccalaureate program for registered nurses by distance education.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This paper describes the implementation of a distance eduation program.

McEachern, Bonnie (1986)

Women's groups as an example of the roots in defining adult education.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

One of the key problems in adult education historical research is the question of definition. The UNESCO definition provides a broad, prescriptive orientation, useful in a sensitizing fashion. However, the examination of past practices of anglophone women's groups in late nineteenth century Quebec province, in both rural and urban settings, reveals the need for more definitive constructs.

McGuire, Sharon M. (1988)

Learning the ropes: Academics in a distance education university.

Journal of Distance Education, vl3, nl, p57-72.

The purpose of this study was to examine the transitional experiences of faculty members as they adapted to the role requirements of an open distance university. Conceptually, the study was approached from the perspectives of work transitions and organizational socialization. An ethnographic method was used. As new faculty members encountered organizational tasks and environments which differed from other educational institutions, they experienced confusion and stress. After two to four years in the environment, most newcomers had not achieved a "comfortable fit" with the institution.

McHutchion, M. E. (1987)

The family perspective on dying at home.

Doctoral dissertation, University of Alberta, Department of Educational Administration.

The focus of this study is on one dimension of hospice care, the experiences of the family member who is primarily responsible for the care of the person dying at home. The researcher inquired not only into the experiences of the caregiver but also into the meaning of the experiences of eight key informants and nine ancillary informants.

McInnes, A. D. I. (1987)

Blue quills: A case study in locally controlled Indian education.

Master of Education thesis, University of Alberta, Department of Educational Administration.

McKenzie, Elsie J. (1986)

Multivariate prediction of academic performance in a diploma nursing program.

Master of Education thesis, St. Francis Xavier University.

McLaren, Arlene Tigar (1985)

Ambitions and realizations: Women in adult education.

London, England: Peter Owen Limited

The author considers the place of adult education in enabling mature women to break out of established roles by opening their minds to new ideas, by providing them with qualifications, and by improving their chances of finding interesting work.

McLaren, Arlene Tigar (1987)

Rethinking "femininity": Women in adult education.

In Jane Gaskell & Arlene McLaren, (Eds.), Women and education: A Canadian perspective. Calgary, AB: Detselig Enterprises Ltd.

In this paper, the author examines the theory of socialization and recent criticisms of it. She draws upon her study of women in adult education to illustrate points in the discussion.

McLennan, M. (1987)

Educational issues surrounding retail scanners.

Master of Education thesis, University of British Columbia.

Melamed, Lanie (1985)

Play and playfulness in adult learning: Women's perspectives.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

The purpose of the study was to understand how the experience of play and playfulness enhanced adult learning and development.

Melamed, Lanie & Devine, Irene (1988)

Women and learning style: An exploratory study

In P. Tancred-Sheriff (Ed.), Feminist Research Prospect and Retrospect. Montreal, QU: McGill-Queen's University Press.

A pilot study was undertaken to investigate potential gender biases in the Kolb Learning Style Inventory (1985), an indicator of individual preference and sense of self as a learner. The results indicate a significant difference in preferred learning styles for women and men.

Meltz, Noah M. (1983)

Linking micro and macro human resource planning: An examination of the theory.

Toronto, ON: University of Toronto, Centre for Industrial Relations.

This study reviews theories linking micro and macro theories of human resource planning and develops a methodology.

Mesbur, Ellen Sue (1986)

Transformative learning as an interactive process: Perceptions of experiential learning.

Doctoral dissertation, University of Toronto (OISE).

This study explores social work students' perceptions of what they learned about themselves as a result of participating in an experiential learning laboratory, what contributed to this learning and how such learning processes occurred in the group.

Meston, L. (1987)

In-service education for teachers of the severely and profoundly handicapped.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Misanchuk, E. R. (1984)

The analysis of multi-component education and training needs data: The multivariate case.

Journal of Instructional Development, v7, n1, p28-33.

Mitchell, Alan Robert (1987)

Administrators' perceptions of the outcomes of implementing three provincial policies on community college governance in British Columbia.

Doctoral dissertation, University of British Columbia.

Mitchell, L. (1987)

Learning how to facilitate prenatal education using a humanistic model.

Master of Education thesis, St. Francis Xavier University.

Mogan, Judith & Knox, Janet E. (1987)

Characteristics of "best" and "worst" clinical teachers as perceived by baccalaureate nursing students and faculty.

Paper presented at the Annual Research in Nursing Conference, San Francisco, CA.

Characteristics that distinguished "best" and "worst" clinical teachers as perceived by baccalaureate nursing students and faculty were identified and comparisons were made of student and faculty perceptions. The Nursing Clinical Teacher Effectiveness Inventory was used to rate teachers. Being a good role model was found to be the most discriminating characteristic for both groups. Consensus was found between faculty and students on 8 of the 10 highest rated characteristics for best clinical and on 6 of the 10 lowest rated characteristics. Analysis of variance of category scores for best teachers showed significant differences between ratings by the two groups for personality traits, evaluation, and interpersonal relationship. There were no significant differences for teaching ability or for ratings of categories for worst clinical teachers.

Molefe, B. P. (1987)

A case study of clinical supervision with implications for supervision of teachers in Botswana.

Master of Education thesis, Queen's University.

Moola, A. (1987)

South Africa: A revolutionary alternative to apartheid education.

Doctoral dissertation, University of Toronto (OISE).

Moore, P. (1986)

Self-evaluation: An analysis of its use in adult education and a typology of tools.

Master of Education thesis, University of British Columbia.

Moreau, Bernice M. (1986)

The role of adult education in the struggle for survival among black Nova Scotians between 1750 and 1945: A social history.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

The historiography of adult education from the perspective of the social history of black Nova Scotians is, for the most part, the history of their struggle for survival. Britain's enthusiasm in the promotion of migration of blacks to Nova Scotia between the late 1700s and early 1800s did not meet with equal excitation from Nova Scotia's society. Consequently, black immigrants were legislated to segregated settlements with litte or no formal education opportunities. As a result, for almost two hundred years, they were dependent on the skills, knowledge and trades acquired through non-formal and informal education while in slavery. Their participation in adult education remained virtually unchanged until 1945.

Morris, D. M. (1986)

Women as adult learners: Needs assessment.

Master of Education thesis, St. Francis Xavier University.

Mugridge, Ian (1987)

Distance education: Practitioners' pleas for research.

Lifelong Learning Research Conference Proceedings, University of Maryland, College Park, MD.

This paper discusses the question of the existence and emergence of a discipline of distance education and raises a set of questions related to research in, and the practice of, distance education.

MukherJee, Alok & Cooper, Elaine (1987)

Race relations training for school administrators and employees: An adult education model.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

This study examines the results from the first year of an innovative equal opportunity training program within a major school board. The multi-dimensional mode utilizes adult education methods and techniques to train managers of the system as well as racial minority staff. Key features of the model are: using reference groups; using a process model which allows for open and experiential learning; providing opportunities for employees to learn and carry out advocacy regarding their own concerns; cross-referencing data between management and staff trainees; learning practical skills; and examining biases within one's own culture.

Mullaly, C. (1987)

The relationship of self-esteem and locus of control to perception of stress.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Mumba, E. (1987)

Integrated nonformal education in Zambia.

Doctoral dissertation, University of British Columbia.

Munro, Jane (1987)

Mirrors and mentors: Adult educators and learners in Canadian fiction.

Adult Education Research Conference Proceedings, University of Wyoming, Laramie, WY.

A study of The Handmaid's Tale -- a recent, influential Canadian novel -- produced a schema of relationships between adult educators and learners, and offered disturbing insights into adult education as reflected in that story.

Murphy, G. (1987)

The use of computers in adult education.

Master of Education thesis, University of British Columbia.

Narang, H. L. (1984)

A survey of teacher education courses and competencies for multicultural classrooms.

Regina, SK: Saskatchewan School Trustees Association.

This study sought to determine what courses of study related to multicultural education were being offered by Canadian universities and what teacher competencies related to multicultural skills were considered important by professionals in Canada. Two questionnaires were responded to by 25 persons involved or interested in multicultural education. The first questionnaire resulted in a list of courses available at 14 universities. In the second questionnaire, respondents ranked the importance of 18 multiculturally related areas of teacher competence.

Ng, Roxana (1987)

The politics of community services: A study of an employment agency for immigrant women.

Toronto, ON: Garamond Press.

This case study traces the history and development of a community employment agency. Through an in-depth analysis of the work process of the agency in terms of state and labour market relations, the study illustrates the transformations that took place and how the agency came to function on behalf of the state apparatus in defining immigrant women as a distinctive labour category. Through participant observation and interviews, a clear example emerges of the ways in which gender and race/ethnicity are central ingredients in class formation in Canadian society.

Nixon, R. (1987)

Local participation in the development of the Magdalen Islands: A case study.

Doctoral dissertation, University of Toronto (OISE).

Oberg, Antoinette (1985)

Curriculum study and professional practice: How are they linked?

Journal of Curriculum Studies, vl7, n2, p207-209.

The study showed that graduate study has a positive impact on the professional practice of teachers. Participants said that they felt more knowledgeable, more confident, and more analytical about their own and others' viewpoints and more aware of their importance.

O'Callaghan, D. J. (1987)

Development of self-directed learning skills in occupational therapy.

Master of Education thesis, University of British Columbia.

Oliver, E. L. (1987)

Homesteaders: A case study analysis of an interactive videodisc.

Master of Education thesis, University of Saskatchewan.

Omolea, Michael (1984)

Neglected themes in adult education historical research in Canada.

Adult Education Research Conference Proceedings, North Carolina State University, Raleigh, NC.

The aim of the study was to draw attention to the input of historians into adult education research in Canada. British Columbia was used as a case study. Bibliographical guides, education indices, government reports, periodicals, and interviews constituted the secondary and primary sources used to identify the extent of work done and the areas in need of attention.

O'Reilly, E. (1987)

Contemporary home economics extension in Nova Scotia: A comparison of client and program profiles.

Master of Science thesis, University of Guelph.

Owens, Margaret S. (1985)

An historical analysis of correctional education in Canada.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

This study traces the historical development of education in Canadian federal prisons to provide an overview, to identify themes or patterns of development, and to paint a broad picture of changing trends and issues.

Owens-McLeod, R. C. (1986)

The human relations role of evaluators: A conceptual framework.

Master of Education thesis, St. Francis Xavier University.

Pagliaro, L. A. & Szabo, M. (1983)

Field research study to determine the effectiveness and requirements for the delivery of basic skills training to inmates of a maximum security prison.

Edmonton, AB: University of Alberta, Computing Services.

Substantial numbers of inmates in maximum security facilities do not possess necessary basic skills of reading and mathematics and lack confidence in their ability to participate in further education and training. The project uses CAI to provide basic skills training. The Canadian version of the program developed on the PLATO CAI system, as well as high school training curricula, were tested and evaluated with selected inmates, centering on academic skill attainment.

Painchaud, Gisèle (1986)

A critical review of intensive second language programs for adult immigrants.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

Most Western countries offer second language programs to recent immigrants to facilitate integration within the host society, but mostly in preparation for employment. Considering the time and effort expended, the development of second language proficiency is disappointing as, for the larger proportion of immigrants participating in these programs, the competence attained at the end of the program is barely adequate to meet the minimal language requirements for employment in low-paying jobs. This paper reviews the literature on the evaluation of these kinds of programs and reports on three different evaluations which were made of the French intensive program sponsored by the Quebec Government. Unresolved issues concern the lack of an appropriate theoretical foundation on which to base intervention, constraints upon program planning and implementation, attending to a very large variety of learner characteristics, and the retraining of adult educators.

Painchaud, G. & LeBlanc, R. (1984)

Auto-évaluation et apprentissage systématique de la communication.

Etudes de Linguistique Appliquée.

Passmore, Eileen & Haughey, Margaret (1988)

The experience of learning through home study.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purpose of this study was to describe the experience of learners in a non-credit home study course.

Patoine, Louise & Dufresne-Tasse, Colette (1988)

Réactions à une perspective d'effort intellectuel pour effectuer un apprentissage.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Une recherche sur les réactions de personnes à la perspective d'un effort intellectuel pour apprendre. Le contexte théorique de l'étude est divisé en secteurs connexes: 1) la motivation à l'accomplissement, 2) facteurs pouvant influencer le degré de motivation à s'accomplir et 3) anticipation de la fatigue.

Pattison, Fran (1988)

Life satisfaction of the elderly in a nursing home.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This paper reports on an investigation which set out to examine the self-perceived life satisfaction of elderly residents living in a nursing home, with particular attention being paid to those common elements that might be practically manipulated to enrich the satisfaction of everyday living.

Pentland, W. E. (1987)

A description of inservice education meetings and their functions in an occupational therapy department.

Master of Education thesis, Queen's University.

Percival, Anne (1985)

Marketing survey of part-time management education students and influences.

Winnipeg, MB: University of Manitoba, Continuing Education Division.

The purpose of this study was to determine the demographic characteristics and motivational factors associated with participation (student survey) or encouragement to participate (influencers survey) in non-degree credit management certification programs. The student survey included 855 certificate course registrants; the influencers survey included individuals (work and non-work related) named by the students as having recommended certificate programs to them.

Peruniak, Geoffrey S. (1984)

The seminar as an instructional strategy in distance education.

British Journal of Educational Technology, v15, n2, p107-124.

Describes a study of the role of face-to-face teaching and learning in two distance education courses at Athabasca University. Concerned with effects of a seminar on adult learner services, the study addressed the questions of whether students will attend optional seminars, how distance learners perceive seminars, whether attendees perform better, and ways attendees differ from non-attendees.

Peruniak, Geoffrey S. (1988)

Life situation and prior learning of adult learners studying at a distance.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purpose of this study was to examine various dimensions of the lives of learners who study at a distance, such as their present life priorities, perceived challenges, and locus of control with respect to the other activities and events in their lives. In addition, the study investigated the attitudes and perceptions of these learners to the notion of prior learning assessment -- a way of recognizing the learning (to be distinguished from the experience) which a person may bring when he or she enters university.

Petersen, T. B. (1987)

Motivational orientation of immigrants.

Master of Arts thesis, University of British Columbia.

Picot, W. G. (1983)

The use of "fixed coefficient" matrices to relate occupation and field of study in manpower requirement models.

Labour Market Analysis (Statistics Canada), Spring.

After a brief review of the manpower requirement models used to project the demand for university graduates by field of study, the use of the fixed coefficient approach, which essentially assumes that the relationship between occupation and field of study does not change over time, is tested using historical data from the 1970s. Conclusions are drawn regarding the fields of study for which these manpower models can provide reasonable results.

Picot, W. G. (1985)

Adult training of short duration: Who offers it and who takes it?

Ottawa, ON: Statistics Canada, Research and Analysis Division.

Analysis of data from a 1983 large-sample adult education survey regarding courses taken other than as full-time students, including employment-related courses offered by employers, colleges, universities and others. Topics such as training and the unemployed, and training and the equality of economic opportunity are also addressed.

Pillay, Barbara Ann B. (1986)

Motivation and impact: The voice of illiterate women.

Master of Education thesis, University of Alberta, Department of Educational Administration.

Pipke, Ingrid (1983)

Institution-related motivation predictors of the penchant for learning in the natural societal setting.

Adult Education Research Conference Proceedings, Universite de Montreal, Montreal, QU.

This study was designed to investigate the relationship between motives for participation in formal instructional settings and for engaging in self-directed learning using the Education Participation Scale. The study distinguishes between self-taught and self-planned learning activities.

Pipke, Ingrid (1984)

The gatekeepers: A multivariate study of accepted and rejected Adult Education Research Conference abstracts (1978-80).

Adult Education, v34, n2, p71-84.

Pipke, Ingrid (1986)

The assessment centre process: Extending its diagnostic capabilities.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

In recent years, police departments across Canada have explored different strategies for recruiting, selecting and training law enforcement personnel. Commonly used methods include: audits of application forms, intake interviews, psychometric tests and measures, and assessment centres in which candidates perform a number of job simulation exercises under the scrutiny of a trained evaluation team. There is mounting research evidence that assessment centres provide clues to candidate job performance that are overlooked by the more traditional selection procedures. Moreover, these centres offer processes which can be used as devices for the training and career development of individual officers and as needs assessment tools for determining the training needs of entire ranks of police personnel. This study examines the work done by the Justice Institute of British Columbia Police Academy in the development of a Career Development Program which uses assessment centre processes to include skills training in self-assessment and planning one's own career path, and in training police officers to implement these plans. Evaluation results indicate that there is a developing need for training programs which will move individuals from the constable to the non-commissioned officer level, especially in areas of management and communication skills.

Pitman, Walter (1984)

Education for a maturing population in Canada: Reactions and speculations.

Educational Gerontology, v10, n3, p207-218.

Pollard, Juliet (1987)

Propaganda for democracy: John Grierson and adult education during the Second World War.

In Michael R. Welton (Ed.), Knowledge for the people: The struggle for adult learning in English-speaking Canada, 1828-1973. Toronto, ON: OISE Press.

This paper explores John Grierson's work to use film to formulate social change.

Pratt, Daniel D. (1983)

Learning style and andragogical instruction: A pilot study.

Canadian Association for the Study of Adult Education Proceedings, volume II, Ontario Institute for Studies In Education, Toronto, ON.

The literature on learning styles is replete with instruments purporting to measure something called learning style. A closer look reveals that the available instruments differ in form, length, language, and most importantly, how they conceptualize learning style. This study pilot-tested two questions related to the issues of proliferation of instruments and their implications for instructors.

Pratt, Daniel D. (1984)

Andragogical assumptions: Some counter intuitive logic.

Adult Education Research Conference Proceedings, North Carolina State University, Raleigh, NC.

Ths study examines the evolution of the concept of andragogy and the distortions and assumptions that have emerged. Specifically, it discusses andragogy as philosophy and as prescription, and examines assumptions about the need fo self-directedness and for shared membership.

Pratt, Daniel D. (1988)

Three perspectives on teacher effectiveness.

Adult Education Research Conference Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Teacher effectiveness is shown to be a function of: (1) acquisition of skills and procedures; (2) accommodation of contextual variations; and (3) critical reflection on knowledge and values. Each perspective is examined separately, though it is acknowledged they are interdependent.

Pratt, Daniel & Candy, Philip (1985)

The Repertory Grid in group oriented learning situations: Construing the constructions of others.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

The project involved individual administration of Kelly's Repertory Grid to each member of a number of professional support groups working within a post-secondary educational institution. Each respondent was encouraged to reflect on the dimensions of his working relationships with all other members of the group.

Pratt, Daniel & Magill, M. (1983)

Educational contracts: A basis for effective clinical teaching.

Journal of Medical Education, v58, p462-467.

Preston, P. (1987)

Life experiences of drug users.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Quigley, B. Allan (1987)

The Canadianization of the GED. The history and development of the General Educational Development Testing Program in Canada.

Washington, DC: American Council on Education, GED Testing Service.

Eight provinces and two territories have built a Canadian General Educational Development (GED) testing program. The Canadian GED program has a number of major Canadian characteristics that have evolved due to a certain inner logic set in motion as the provinces and territories joined the GED program. Six salient Canadian characteristics have come to make this a Canadianized program in content, delivery, and Canadian regulatory policies. The program is Canadian in content with Canadian social studies and metrication, Canadian in form with French GED, and Canadian in terms of delivery arising from higher pass levels and in terms of a long tradition of centralization and standardization in provinces/territories as compared to the United States.

Quigley, B. Allan (1987)

The resisters: An analysis of non-participation in adult basic education.

Adult Education Research Conference Proceedings, University of Wyoming, Laramie, WY.

Traditional ABE programs attract between 2% and 10% of the estimated 30 million functionally illiterate adults in North America. If such high non-participation is seen in a new conceptual framework of resistance theory, the field becomes challenged to see itself critically and find new learner-grounded directions for the future.

Radforth, Ian & Sangster, Joan (1987)

The struggle for autonomous workers' education: The Workers' Educational Association in Ontario, 1917-51.

In Michael R. Welton (Ed.), *Knowledge for the people: The struggle for adult learning in English-speaking Canada, 1828-1973*. Toronto, ON: OISE Press.

In this paper, the authors trace the history of the Canadian Workers' Educational Association.

Rae, D. (1987)

Written instructions for the education of patients.

Master of Education thesis, University of Saskatchewan.

Rai, L. (1987)

Facilitating the disadvantaged adult in the acquisition of basic mathematical concepts.

Doctoral dissertation, University of Toronto (OISE).

Rampaul, Winston E. & others (1983)

Self-reported differences between community college graduates and non-graduates with respect to the educational levels of their parents and siblings, the occupational levels of their parents, the last location of their residence, and their academic average in their last high school year.

Canadian Vocational Journal, v19, n3, p32-36.

Graduates and non-graduates of higher education institutes have long been a focus of widespread research. Research findings reveal that graduating from a school of higher education is a bridge to better personal status, institutional progress, and national well being.

Ravid, Gad (1986)

Self-directed learning as a future training mode in organizations.

Doctoral dissertation, University of Toronto (OISE).

This study indicates that the self-directed learning approach could be one of the important future models of training in organizations. The study assesses readiness of employees for self-directed learning and tests possible variables that might have an influence on this readiness. Information was obtained via a 100-item questionnaire.

Reed, Carol Ann (1984)

Staff development for nurses: A nontraditional approach.

Doctoral dissertation, Columbia University, Teachers College.

The purpose of this research is to identify nontraditional elements common to existing programs and to make recommendations for their adoption in nursing education. Qualitative methods were used for this study.

Rees, Ruth (1983)

Interorganizational research on the Manpower Institutional Training System: Focus on Manitoba.

Canadian Association for the Study of Adult Education Proceedings, volume I, Ontario Institute for Studies in Education, Toronto, ON.

The paper reviews recent interorganizational research which was undertaken to identify and analyze an interdependent collection of organizations, groups, and people as a system. The Manitoba Manpower Institutional Training System was chosen for study to exemplify one interorganizational phenomenon which is prevalent in adult education, and particularly in the post-secondary educational realm. A network tracking approach was utilized to identify the system in terms of its overarching goal, its processes, its structure, and its participants. Although the findings demonstrated the characteristics of an open system, redundancy was shown within the interorganizational collectivity which was attributed to conflict and lack of cooperation within the system. The structure of the system, both as a hierarchy of functionally-differentiated activities and as a hierarchy of organizations, depicted the Employment and Immigration Commission as the dominant organization of the system, determining the policy which directly affected the operations of the community college, seen as the dependent organization of the system.

Reid, R. (1986)

A self-directed learning experience in the field of adult literacy.

Master of Education thesis, St. Francis Xavier University.

Reigle, J. (1987)

Participatory factors involved in the process of learning for empowerment: Assisting rural villagers in the Gambia to organize and plan for their own development.

Master of Education thesis, St. Francis Xavier University.

Reimer, Victor C. (1988)

Tuition waiver as a factor in participation in continuing education.

Canadian Journal of University Continuing Education, vXIV, n2, p22-37.

This study investigates educational opportunities and participant course selection within a public sector tuition waiver program for full-time employees. Specifically, the objective was to respond to two major questions: 1) Is there a relationship between the degree of participation in tuition waiver courses at the University of Guelph and the variables of sex, age, marital status, length of service, occupational group and income level? and 2) Is there a relationship between these same socio-demographic characteristics and the degree of interest in (a) immediate career courses, (b) alternative career courses, and (c) personal interest courses? The findings indicated that the typical tuition waiver learner was female, married, 30 to 39 years of age, holding a semi-professional, secretarial or technical position, with one to four years of service, and earning between $20,000 and $27,999 per annum. These findings reflect those of earlier studies with one notable exception. In this study, no significant relationship existed between income level and degree of tuition waiver participation, indicating that removal of the cost barrier to education at the University of Guelph had altered the nature of the adult learner in at least this one area. In response to the second question pertaining to course choice, it was discovered that men tended more frequently to select immediate career courses while women most often selected alternative career courses. As age and length of service increased, selection of work-related courses declined, while personal interest courses rose. Overall, users tended to select work-related courses more frequently (64%) than non-work-related courses (36%).

Richmond, M. (1984)

Educational applications of communications satellites in Canada. Report to UNESCO from the New Technologies in Canadian Education Study.

Toronto, ON: TVOntario.

Riverin-Simard, Danielle (1983)

Développement vocationnel de l'adulte: Cycles de vie au fil des âgés.

Adult Education Research Conference Proceedings, Université de Montréal, Montréal, QU.

La recherche avait donc pour objectif d'identifier des étapes de développement vocationnel de l'adulte afin d'être en mesure de mieux concevoir le phénomène de l'éducaton des adultes comme un processus continu basé sur leur dynamique même. D'autant plus que le développement et la perfectionnement d'une carrière est une des raisons majeures qui poussent les adultes à poursuivre leur "éducation".

Riverin-Simard, Danielle (1988)

Phases of working life.

Montreal, QU: Meridian Press.

This book addresses a number of diverse questions: Is there an underlying sequence in an adult's progression through his working life? Can we speak of a continuous trajectory comprised of a series of specific phases? If yes, what is it and how can we explain it? What is the exact link between this sequence and the process of continuing education? How can we activate adult vocational development? How can we increase its intensity through the process of continuing education? The answers are drawn from a three-year research study involving close to 800 adults.

Roberts, H. W. (1983)

Alternative adult education in Alberta.

Canadian Association for the Study of Adult Education Proceedings, volume I, Ontario Institute for Studies in Education, Toronto, ON.

This study reports on a survey of alternative adult education and innovative learning in Alberta, in categories related to ethnoculture, religion and philosophy, well-being and body/mind, energy/ecology, economics, women's studies, futures studies, and education. Data were obtained from 102 formal education agencies, 17 (of 83) local further education councils, 5 (of 9) Indian Cultural Education Centres, one cable TV company, and 53 other individuals, groups or organizations.

Roberts, H. W. & Einsiedel, A. A. (1985)

The political role of a provincial continuing education association.

Edmonton, AB: University of Alberta, Faculty of Extension.

An historical introduction and case study analysis of the representational/advocacy role of the Alberta Association of Continuing Education.

Roberts, Roberta Marcia (1986)

Staff members' perceptions of stress in a juvenile correctional centre.

Doctoral dissertation, University of Toronto (OISE).

Stress and burnout in the workplace have received increased attention in the past few years. Much of the literature on burnout is reported for specific professions or occupations. This study focused on one particular organization, a juvenile correctional institution. The data were collected through structured interviews with a random sample of the staff members stratified according to their type of work.

Robillard, C. (1986)

Mesure du degré de connaissance du programme d'études en éducation physique chez un groupe d'enseignants.

Mémoires de maîtrises, Université de Montréal.

Robins, Nora (1987)

"Useful education for the workingman": The Montreal Mechanics' Institute, 1828-70.

In Michael R. Welton (Ed.), Knowledge for the people: The struggle for adult learning in English-speaking Canada, 1828-1973. Toronto, ON: OISE Press.

In this paper, the author traces the history of the Montreal Mechanics' Institute.

Robinson, D. J. (1986)

Continuing education in a professional nursing association.

Master of Arts thesis, University of British Columbia.

Rockhill, Kathleen (1983)

Researching participation in adult education: The potential of the qualitative perspective.

Adult Education, v33, n1, p3-19.

Rockhill, Kathleen (1984)

Between the wars: Liberalism and the eclipsing of conflict in the framing of adult education.

Adult Education Research Conference Proceedings, North Carolina State University, Raleigh, NC.

An examination of the interaction between the relationship of domination and the social construction of reality in which ideology is viewed as the key mediating factor between individual consciousness and the ruling apparatus and the taken-for-granted reality of everyday life. The research draws on the literature of adult education and draws attention to the explanations and justification of adult education and the assumption of liberalism.

Rockhill, Kathleen (1987)

Literacy as threat/desire: Longing to be SOMEBODY.

In Jane Gaskell & Arlene McLaren, (Eds.), Women and education: A Canadian perspective. Calgary, AB: Detselig Enterprises Ltd.

In this paper, the author explores the ways in which education enters into the power relations between men and women. In particular, she looks at how gender differences are constituted and constitutive of literacy practices in everyday life.

Rosen, Thelma (1984)

Communications and information technologies in Canadian universities. Report to UNESCO from the New Technologies in Canadian Education Study.

Toronto, ON: TVOntario.

Explores the implications of new technologies for teaching, research and service; examines the experiences of universities with computer technologies and their derivatives; and considers the impact of older technologies (audio, film, video) on teaching, learning and research.

Ross, C. (1987)

Professionals who quit: Intentional radical career change by practising professionals.

Doctoral dissertation, University of Toronto (OISE).

Rossiter, A. B. (1986)

In private: An inquiry into the construction of women's experience of early motherhood.

Doctoral dissertation, University of Toronto (OISE).

Rothe, J. Peter (1983)

Negotiation through game action in Indian education research.

Canadian Journal of Native Education, v10, n4, p1-11.

Dynamics of negotiation interaction between education researchers and Native Indian community members, to define researchers' normative roles, are illustrated by examples from a research project in a Northern British Columbia community. Negotiation types are categorized as game actions: face games, relationship games, exploitation games, and information games.

Rowe, Peggy (1988)

The heroine's journey: An analysis of perspective transformation and the life experiences of women adult educators.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purpose of this research is to examine the process of perspective transformation by soliciting women's reflections, descriptions and experiences of transformation. In other words, a better understanding of women's experience may permit, even force, a far-reaching revision of the broader field of adult education.

Roy, F. (1987)

Cycle-spiritual implications of nuclear war.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Rubenstein, G. S. (1987)

A participatory needs assessment model for health educators based on a childbirth education program.

Master of Education thesis, St. Francis Xavier University.

Rubin, B. (1987)

Coping strategies of middle-aged professional women.

Doctoral dissertation, University of Toronto (OISE).

Russell, C. Neil (1983)

Community college goals study.

Winnipeg, MB: Department of Education, Postsecondary, Adult and Continuing Education Division.

A system-wide study of the community colleges of Manitoba using a goals inventory instrument to gather data from college administrators, faculty, students and community representatives.

Sakiyama, C. (1987)

Marital and role satisfaction of clergy wives.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Sanders, D. (1986)

Knowledge and skill requirements of home care nurses working with the terminally ill.

Master of Education thesis, University of British Columbia.

Sansregret, Marthe (1983)

Top executive, middle-aged men's learning experiences and social change brought on by women's new role in large enterprises.

Canadian Association for the Study of Adult Education Proceedings, volume I, Ontario Institute for Studies in Education, Toronto, ON.

Most men go through a number of stages during their adult life which bring them to re-evaluate their life and to question their possible future. The most difficult appears to occur during middle age. A new problem for these men is the evolution of women and their participation in large enterprises. Twenty men, from four large enterprises in Montreal, were interviewed about their experiences of working with women. All belonged to the highest executive level and had worked with a woman colleague for at least one year. The men were asked to identify their learning experiences involving their female colleagues. These learning experiences were then classified as "learning to do" or "learning to be". Ninety learning experiences were identified; only one was classified as "learning to do". The "learning to be" experiences were organized by level according to Bloom's taxonomy of affective learning objectives.

Sansregret, Marthe (1983)

The recognition of women's experiential learning in the United States.

Québec, QU: Ministère de l'éducation, Direction générale de l'éducation des adultes.

This report is intended as a tool for colleges, universities, volunteer associations, businesses and industries that wish to give women official recognition for experience acquired through nonpaid work. It reviews 34 models, practices and tools on women's experiential learning developed since the 1970s. It then describes a range of steps that could be followed when implementing an experiential learning program for women.

Sansregret, Marthe (1984)

Womens' experiential learning: History and evaluation methods.

Paper presented at the Conference of the Canadian Congress on Learning Opportunites for Women, Toronto, ON.

Examines the history of the recognition of prior learning for adults generally and women specifically; the obstacles encountered in this process; the various evaluation methods that have been developed to assess prior learning; the basic principles involved in granting recognition; and the portfolio method of recognition.

Sansregret, Marthe (1986)

Access by mature students to higher education. The Canadian experience of experiential learning in higher education.

Paper presented at the Conference of the Scottish Institute of Adult and Continuing Education and the Association for Recurrent Education, Glasgow, Scotland.

In view of the importance of recognizing and documenting the prior learning of adult students returning to higher education, a project was undertaken to research, construct a system, and write materials for use in assessing the experiential learning acquired by students seeking access to higher education. An extensive research effort was conducted and a system to oversee the assessment of the prior learning of mature students was proposed. Projects are now underway in 11 colleges and various universities in Quebec, and a set of materials for use by administrators, counselors, assessors, and students is being developed. The assessment process that was proposed on the basis of the Quebec experience entails having a program director, department chairman, and jury examine a student's complete portfolio and gives students the right to appeal any decision made.

Sansregret, Marthé (1987)

Principes de la reconnaissance des acquis.

Thèse de doctorat, Université de Montréal.

Sauriol, M. (1986)

Une approche éducative pour les immigrants adultes ayant des difficultés d'apprentissage du français.

Mémoires de maîtrises, Université de Montréal.

Sauvé, L., Gagné, P., Villardier, L. & Legros, M. (1984)

Individualisation de l'initiation des étudiants télé-universitaires à la manipulation des périphériques informatiques.

Québec, QU: Université du Québec, Télé-université.

Le projet consiste à comparer plusieures formules individualisées d'initiation à la manipulation des appareils informatiques pour les étudiants télé-universitaires inscrits à des cours qui font appel à l'informatique comme moyen d'enseignement. Les formules sont comparées sous trois aspects: le média utilisé pour l'enseignement, le type d'encadrement accessible pour l'étudiant, et les coûts. L'intention est de remplacer la formule actuelle d'initiation par une formule individualisee moins coûteuse en frais d'encadrement, satisfaisante pour les étudiants et au moins aussi efficace du point de vue de la performance.

Scales, Kathleen (1984)

A study of the relationship between telephone contact and persistence.

Distance Education, v5, n2, p268-276.

Describes a study undertaken to continue work that was done on the relationship between course completion and telephone tutoring in distance education. Results indicate a statistically significant positive, although modest, relationship does exist; the correlation is greater in adult basic education and career technical vocational programs than .n university programs.

Schell, Bernadette H. & Thornton, John A. (1985)

A media course commitment study in a Canadian university: Empirical validation of an exchange model.

Distance Education, v6, n2, p209-222.

Presents a study on attraction of students to an open-university distance education program and their commitment to remain in the program over time. In this study, commitment is considered to be a function of program satisfaction, availability of education alternatives, and investment of time, energy, money and ego.

Schwass, Mary C. (1986)

How people learn to cope with "boom-bust" cycles of large energy projects: A case study of the community surrounding the Bruce Nuclear Power Development.

Doctoral dissertation, University of Toronto (OISE).

Selman, Gordon (1983)

Adult education in two Depressions -- the 1930s and now: The British Columbia case.

Canadian Association for the Study of Adult Education Proceedings, volume I, Ontario Institute for Studies in Education, Toronto, ON.

This study argues that, despite the great stress and difficulties of the 1930s, that decade was a most creative one in the field of adult education. It witnessed the creation of the CAAE, the Banff School of Fine Arts, the CBC, the National Film Board, the Antigonish Movement, many experiments in leadership training, group and community development, a flowering of drama groups, and the widespread use of study group activity connected with political movements and the social gospel wing of several church denominations. A comparison is made between the responses of adult educators to the conditions of the 1930s in British Columbia to that of the current period.

Selman, Gordon (1983)

Roby Kidd and the continuing education of adult educators.

Canadian Journal of University Continuing Education, vIX, n2, p10-16.

Selman, Gordon (1984)

The development of the Canadian Association for Adult Education during the 1960s.

Vancouver, BC: University of British Columbia, Faculty of Education.

An historical study of the activities, organization, priorities and philosophical position of the CAAE during the 1960s when Dr. Alan Thomas was Executive Director.

Selman, Gordon (1984)

Stages in the development of Canadian adult education.

Canadian Journal of University Continuing Education, vX, n1, p7-16.

Selman, Gordon (1986)

Origins of adult education in British Columbia: Insights for the present period.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

Present efforts to write a comprehensive history of adult education in British Columbia have reminded the author of the crucial role played in the early years by voluntary associations and of the ways in which governments sought to support such work. This concept of cooperation between government and voluntary associations has largely been lost as programs and institutions in the public sector have grown and the field of adult education has become more professionalized. In the present time of fiscal restraint, public institutions are having to cut back their programs, especially those serving the most disadvantaged. Drawing on the experiences of the past, the author outlines the advantages of more large-scale, public/voluntary sector cooperation and more support out of public funds for the adult education activities of the private/voluntary sector.

Selman, Gordon (1987)

Adult educators and their organizations: Specialization or balkanization.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

In the past fifty years, and especially in the past thirty, the field of adult education in Canada has seen the emergence and subsequent proliferation of organizations of adult educators. The purposes of these organizations have varied but tend to have certain elements in common, such as the promotion of communication among, and the in-service professional development of, the members. With the increasing number of specialized groups in recent years, there is a prospect of the balkanization of adult education and the creation of barriers to communication within the field. This paper examines this phenomenon historically, suggests a typology of organizations, reviews the functions of a representative selection of national and provincial organizations, and comments on the strengths and problems in the present arrangements.

Selman, Gordon (1988)

A history of advocacy on behalf of adult education in British Columbia.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This paper is based on an attempt to study advocacy on behalf of adult education in B.C. from the founding of the province to the present time. The paper presents a brief discussion and interpretation of that more detailed study.

Selman, Gordon (1987)

Adult education and citizenship.

In Frank Cassidy & Ron Faris (Eds.), Choosing our future: Adult education and public policy in Canada. Toronto, ON: OISE Press.

In this paper, the author urges Canadian adult educators to rediscover and learn from their history. The intellectual climate in which the field of adult education operates has changed in the last few decades. The relationship between adult education as a social enterprise and the society in which it operates needs to be re-examined. In particular, the role of adult education for citizenship should be re-evaluated.

Serre, F. (1987)

Le profil actuel et futur de formation et de perfectionnement des formateurs d'adultes.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

L'hypothèse de cette recherche postulait que les formateurs d'adultes qui sont de plus en plus nombreux et de provenances diverses souhaitent se perfectionner. Une recherche-action auprès de 3,150 d'entre eux vient de permettre d'identifier leurs compétences actuelles et celles qu'ils désirent acquérir. Cette recherche a non seulement permit d'accumuler des données; elle veut concourir à ce que soient mises sur pieds des activités de perfectionnement adaptées aux uns et aux autres. Ce projet fait appel à la participation active des conseilleurs pédagogiques et des directeurs des services d'éducation des adultes dans l'élaboration d'activités de perfectionnement. Ces derniers ont rencontré les personnes responsables des programmes univerisitaires de perfectionnement pour élaborer des activités adaptées. De cette collection de données et de cette concertation naitra un projet nouveau de perfectionnement pour l'ensemble des éducateurs d'adultes oeuvrant au sein des Services d'éducation des adultes des Commissions scolaires du Québec.

Serre, Fernand (1988)

La science-action et l'éducation des adultes.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Examination des éléments qui constituent la compétence professionnelle en plus des savoirs théoriques, les savoirs d'expérience et les savoirs tacites.

Shale, Doug & Garrison, D. Randy (1988)

Evaluating a telewriter system to enhance audio-teleconferencing: A qualitative search for instructional design issues.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The purpose of this paper is to describe an audio-teleconferencing system enhanced with a microcomputer-based telewriting system and to examine its effects on the delivery of an introductory course in Statistics offered by Athabasca University. The aim is to provide a greater recognition and understanding of

enhanced audio-teleconferencing as a distance delivery technology.

Sharon,Donna & Tobin, Judith (1984)

New technologies in education in Canada: Issues and concerns. Report to UNESCO from the New Technologies in Canadian Education Study.

Toronto, ON: TVOntario.

Summarizes the status of new technologies in Canadian education, examines the achievements to date and the problems to come, and explores the complex relationships at the provincial and interprovincial levels among educational decision makers, researchers, governments, industry and the public at large.

Sheehan, Nancy M. (1987)

National issues and curricula issues: Women and educational reform, 1900-1930.

In Jane Gaskell & Arlene McLaren (Eds.), *Women and education: A Canadian perspective*. Calgary, AB: Detselig Enterprises Ltd.

This paper examines the educational role of several voluntary women's organizations to ascertain their goals, methods, and successes or failures. It will determine how well the objectives of these various groups and the elements of the "new" education coincided. One focus of this study will be to analyze the effect of outside-the-school women's organizations upon national curriculum policy and implementation, concluding that the women were an effective lobby for change in the public schools.

Shen, J. (1986)

Worker education in China.

Master of Education thesis, University of British Columbia.

Shores, W. Louise (1985)

Adult learners' interactions with learning situations: A theoretical perspective.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

The general purpose was to gain understanding of the adult learner's experience as a participant in a learning situation which includes interaction with a teacher through an analytical review of adult education literature.

Singh, V. P. (1986)

Effects of self-monitoring of stress: Adjustment to illness in patients with end stage renal disease on home dialysis.

Doctoral dissertation, University of Toronto (OISE).

The purpose of this research was to find an alternative psychosocial treatment model, within an adult learning framework, acceptable to home dialysis patients. In the experience of the researcher the home dialysis patients, despite the inherent severe stress and distress documented in the literature, seem reluctant to use the psychotherapeutic opportunities available. This study examines whether the home dialysis patients can benefit from the experience of an educational intervention in the process of self-monitoring the management of stress. The educational intervention was developed within a framework of adult education on the basis that home dialysis patients have been trained to self-monitor a fairly complex medical treatment at home. The educational intervention addressed the factors which influence self-monitoring and integrated the principles of adult learning and the humanistic and behavioristic theories of adult education, in an attempt to assist the home dialysis patients in the management of stress. The results of both statistical and the supplemental semi-structured interviews suggest that the process of self-monitoring an educational intervention, within an adult learning framework, as a psychosocial treatment strategy, is beneficial to the subjects in reducing their stress. It also suggests that an additional intervention by a therapist/researcher between pre-test and post-test would maximize the benefits derived.

Skaling, J. R. (1986)

A model for assessment of needs in a training program.

Master of Education thesis, St. Francis Xavier University.

Skolnik, Michael L. & others (1985)

Survival or excellence? A study of instructional assignment in Ontario Colleges of Applied Arts and Technology.

Toronto, ON: Ontario Ministry of Colleges and Universities.

Prepared by the Instructional Assignment Review Committee in response to a legislative mandate to conduct a "comprehensive review of all aspects of instructional assignments" in the Colleges of Applied Arts and Technology in Ontario, this report analyses historical trends and patterns, reviews faculty and administrator perceptions of assignment concerns, and offers recommendations. Following a summary of major study results, the report covers: 1) the research design; 2) the history of collective bargaining in the colleges; 3) contract administration and instructional assignment dispute resolution; 4) trends in enrollment and funding; 5) patterns of instructional assignment; 6) instructional assignment procedures and faculty perceptions of institutional assignment; 7) administrators' perceptions and concerns; 8) pressures related to funding and enrollment, efficiency gains, class size, teaching modes, clinical and field supervison, faculty-student ratios, and budgetary implications of class size limits; 9) educational quality; 10) equity; 11) comparisons with other jurisdictions; 12) bargaining structures and relationships; and 13) recommendations regarding finances, college organization and management, and collective bargaining.

Smith, A. J. (1986)

The promotion of general interest continuing education programs.

Master of Education thesis, University of British Columbia.

Smith, R. M. (1987)

Rural women as learners: Providing leisure education opportunities.

Master of Education thesis, St. Francis Xavier University.

Smith, Rosemary & Waldron, Mark (1987)

Commitment to a movement: The history of the Ontario Association for Continuing Education 1966-1986.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

The twenty-two year history of the Ontario Association for Continuing Education (OACE) is chronicled. OACE represents another step forward in the progression of the social movement for lifelong learning. It has experienced a history of fluctuating fortunes without ever losing its commitment to a philosophy of education opportunity for all. The social movement has continued to progress in Ontario as has the growth of professionalization in the adult education field. OACE has contributed to this progression, notably in its monitoring of the community college system and the pursuit of an adult education policy within

Ontario. As a voluntary association, problems of funding, staffing and maintaining membership have been perennial. Its survival can be attributed to the constant renewal of commitment from its leaders and members.

Smith, W. (1987)

Facilitating individualized learning in adult education: A learning styles approach.

Master of Education thesis, St. Francis Xavier University.

Sorenson, Natalie B. (1983)

Survey of college and institute-based research in the social sciences and humanities.

Toronto, ON: Association of Canadian Community Colleges.

In this study, a questionnaire was mailed to college administrators and faculty (500 random sample) to collect data on the need for social sciences and humanities research in community colleges and institutes, and the research capacities and experience of college personnel.

Sorensen, Natalie (1984)

General education in Canada's community colleges and institutes.

Toronto, ON: Association of Canadian Community Colleges.

Between October 1982 and May 1983, a survey was conducted to study educational practices across Canada with regard to the general education component of community college programs and to ascertain the opinions of faculty and administrators about what these practices should be. The study collected data on the aims of college/institute education, the organization and design of general education, the amount and kinds of general education in programs, general education policy and administration, extracurricular aspects of general education, and the attitudes and performance of students. Study findings included the following: 1) discrepancies were noted between aims of college education which were considered important and how well these aims were addressed in the college curriculum; 2) introductory courses were the most commonly used style of general education course organization; 3) college staff wanted more general education in the programs; 4) general education was administered by a single administrator in 36% of the colleges; and 6) faculty and administrators felt students were generally in favour of general education.

Sork, Thomas J. (1983)

Programming in continuing professional education: A comparative analysis of approaches to planning.

Canadian Journal of University Continuing Education, vIX, n2, p48-57.

The ability to plan and implement effective educational programs is generally viewed as one of the fundamental competencies for those involved in adult and continuing education. During the past twenty years, a substantial body of literature has developed which attempts to provide systematic approaches to the design and implementation of programs. The purposes of this article are to: (1) present the results of an analysis of the twenty-two publications which are specifically addressed to programming in continuing professional education (CPE); (2) provide a comparison of the literature from CPE with literature written for other contexts; and (3) offer observations on the current state of planning theory in CPE and make recommendations to those who plan CPE programs.

Sork, Thomas J. (1985)

Stalking the elusive BOK in adult education.

Adult Education Research Conference Proceedings, Arizona State University, Tempe, AZ.

Examines the need for a validated body of knowledge (BOK) to guide practice in adult education through meta-research, defined as the systematic study of the processes and products of inquiry which characterize a discipline or field of study.

Sork, Thomas J. (1987)

Toward a causal model of program failure in adult education.

Adult Education Research Conference Proceedings, University of Wyoming, Laramie, WY.

The model presented in this paper suggests causal relationships between specific planning actions or deficits and four distinct types of program failures. It represents one product of an ongoing research project designed to promote a deeper understanding of the program planning process through empirical investigation of unsuccessful adult education programs.

Souchotte, Sandra (1987)

Dramatizing the great issues: Workers' Theatre in the Thirties.

In Michael R. Welton (Ed.), Knowledge for the people: The struggle for adult learning in English-speaking Canada, 1828-1973. Toronto, ON: OISE Press.

In this paper the author provides a description of the Workers' Theatre.

Spafford, C. (1987)

A case study of a beginning teacher's development of practical knowledge.

Master of Education thesis, Queen's University.

Stahmer, Anna (1987)

Communications technology and distance learning in Canada: A survery of Canadian activities.

Ottawa, ON: Social Policy Directorate, Department of Communications.

The purpose of this sourcebook is to provide distance educators, who wish to employ technologies as part of their delivery method, with descriptions of the experiences and practices of other organizations.

Stanley, D. C. & Herdin, T. (1983)

Task analysis in human service.

Victoria, BC: British Columbia Ministry of Education, Postsecondary Division.

Detailed examination of competencies related to seven social service jobs in the public service field and an analysis of core knoweldge and skills in order to examine relationships among the jobs. To be used as a basis for curriculum development in colleges and universities.

Stewart, M. J. (1987)

From provider to partner: A conceptual framework for undergraduate nursing education derived from social support theories.

Doctoral dissertation, Dalhousie University.

Stiles, J. M. (1987)

The educational and developmental aspects of native broadcasting in Canada.

Master of Education thesis, St. Francis Xavier University.

Strathy, K. (1987)

Saskatchewan women's institutes, the Rural Women's University (1911-1986).

Master of Continuing Education thesis, University of Saskatchewan.

Streeton, C. A. (1986)

The long term care assessment: Health promotion and education strategies.

Master of Education thesis, University of British Columbia.

Strychar, Irene (1987)

Learning patterns of pregnant women.

Adult Education Research Conference Proceedings, University of Wyoming, Laramie, WY.

Interviews were conducted with 120 women to identify the relationships between learning patterns, health beliefs and health behaviours. Results indicated that self-initiated learning about prenatal weight gain was positively correlated with ideal weight gain; whereas, other-initiated learning about prenatal alcohol issues was positively correlated with reduced alcohol consumption. No significant relationship was found between self-initiated learning about prenatal smoking issues and reduction in cigarette intake. Health beliefs about prenatal weight gain were found to be significantly correlated with ideal prenatal weight gain; however, beliefs about prenatal alcohol and smoking were not significantly correlated with reduced alcohol consumption and reduced cigarette intake.

Stuhr, Christian (1987)

Fear and guilt in adult education: A personal account of investigations into students dropping out.

Swift Current, SA: Cypress Hills Community College.

A study sought to discover several general principles of student attrition, based on investigations into students dropping out of school carried out between 1973 and 1986. These investigations included a survey of 21 head instructors and 289 students at an Ontario community college, impressions gained from students dropping out of adult basic education as well as postsecondary programs in northern Alberta, and a description of how a change in curriculum was responsible for a signficant reduction in the high school dropout rate on a Saskatchewan Indian reserve. The study concluded that there are many possible reasons for which students drop out, and skill and experience are needed to identify the right reasons and prescribe the correct remedy. Some of the reasons for which students drop out are related to institutional flaws and may include a failure of institutional policies, a poorly designed curriculum, inadequate pre-enrollment counselling and student selection, poor instruction, poor communication within the institution, and incomplete or misleading information about students.

Summers, J. M. (1986)

Participating in development: A case study of the co-operative savings and credit movement in Kenya.

Master of Arts thesis, University of Toronto (OISE).

Sutherland, H. M. (1986)

The inservice education of managers in select Japanese and Canadian organizations.

Doctoral dissertation, University of Toronto (OISE).

This study began by examining the Japanese approach to inservice training and development of managers and proceeded to address the following issue: What inservice education do the managers in Japanese organizations receive in comparison to those in Canada? And, what can each learn from the other? Analysis identified four themes as significant for purposes of making comparisons: 1) hiring; 2) orientation; 3) career path; and 4) training (a) on-the-job, (b) off-the-job and (c) senior managers. Comparison of the Japanese and Canadian data according to these themes revealed a high degree of homogeneity for all the Japanese organizations. Some Canadian organizations were similar to the Japanese, in that they had a system for the inservice education of managers, but most of them followed no systematic approach. The final comparison was made on the basis of the use of a systematic approach to training and development versus a nonsystematic approach.

Taylor, Maurice C. (1983)

Locus of control and course completion of adult basic education literacy program participants.

Canadian Association for the Study of Adult Education Proceedings, volume II, Ontario Institute for Studies in Education, Toronto, ON.

In adult basic education, many learners drop out of programs designed to improve their reading and writing skills. Without successful completion in a literacy program, opportunities for further skills development are limited. Since completion of programs would seem to depend on personal commitment it is likely that locus of control is related to course completion. Those individuals who are inclined to associate the receipt of reinforcements as being dependent on their own actions and behaviours should more readily complete a course. Therefore it was hypothesized that adult learners who complete a literacy program are more internally controlled than those adult learners who do not complete it. Instruction was individualised; each learner was tutored by an adult volunteer. Learners were referred by social service agencies or were encourged to participate by friends and family or through radio and television advertisements. Early in their program, 62 adult learners responded to an 11-item modification of the Rotter I-E Scale. Those who completed the literacy program were significantly more internally controlled than those who did not. In addition, the dropout group included a much higher proportion of learners referred by social service agencies.

Taylor, William H. (1984)

Evaluation study of alternative methods of delivering local government studies certificate programs.

Calgary, AB: University of Calgary, Faculty of Continuing Education.

This study reports on the development of an evaluation model, its application to the existing local government studies program at the University of Alberta, and recommendation of a preferred system for the future delivery of the program. The model's cost component was computerized to allow maximum ease and flexibility in assessing the cost of each alternative.

Taylor, William H. (1987)

The nature of policy-making in adult education organizations.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

While much of the research in adult education has examined the activities of individual programmers and learners, relatively little has been directed toward the organization itself. It is this organization which determines to a large degree the nature of the adult education program. The adult education organization must react to a number of both external and internal pressures in establishing policies governing the program offerings. An exploratory research study was conducted using a major university adult education organization to answer such questions as: How does the organization react to financial, political and bureaucratic environments? Are there systems within the organization which collect such information and use it in a process of policy-making? What are the dominant models of decision-making used (collegial, bureaucratic, political, etc.)? The extensive computerized database of the organization was analyzed to determine the trends in programs over the past five years. This analysis was then compared to the variety of environmental pressures that had been exerted on the organization over the same time period. Based on the comparison a number of conclusions were made about the nature of the policy-making activities within the organization.

Theil, Jean-Pierre (1984)

Successful self-directed learners' learning styles.

Adult Education Research Conference Proceedings, North Carolina State University, Raleigh, NC.

This study examined the learning styles of self-directed learners to determine what styles were used by successful self-directed learners, the effect of such variables as sex, age and educational level, and the effect of subject matter.

Thomas, Alan M. (1983)

The legal foundations of adult and continuing education.

Toronto, ON: Ontario Institute for Studies in Education, Department of Adult Education.

This study focusses on the interaction of the law and adult education around specific issues such as liability and attendance, and examines all legislation regulating, enabling or creating the education of adults.

Thomas, Alan M. (1986)

Through the looking glass: The universities.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

The learning perspective first legitimized by the UNESCO report, *Learning to be*, has come into more widespread and more effective use in the past decade than ever before. It provides a valuable analytical tool for examining society as a whole and also a position for re-examining the roles and responsibilities of education-providing agencies in the process of renewing "educational" visions. This paper examines the three principal responsibilities universities have for "learning" -- research, teaching and community development. It attempts to throw some light on the nature of these responsibilities and on the relationship among the three, a relationship that sets the university apart from other parts of the educational system in most societies. The past half century has been characterized by two developments: the concentration of more and more learning goals within the educational system, and the inclusion of more and more people, principally adults, within that system. In doing so, the proper tasks and limits of the providing agencies have been over-looked, producing an educational crisis of world-wide proportions.

Thomas, Alan M. (1988)

Educational equivalents: New politics for learning.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This paper presents preliminary findings of research into the relationship of work and education.

Thomas, Alan M. & Rockhill, Kathleen (1985)

A study of programs of mass adult education.

Toronto, ON: Ontario Institute for Studies in Education, Department of Adult Education.

This study examined the nature and effectiveness of mass education programs. The report includes case studies of the Metric Commission of Canada, the peace movement, and the "experience of advertising".

Thomas, Alan M. & Taylor, Maurice C. (1983)

A collection and examination of legislation as it bears on the practice of adult education in Canada.

Canadian Association for the Study of Adult Education Proceedings, volume II, Ontario Institute for Studies in Education, Toronto, ON.

The education of adults in Canada, as in any other industrial-technical society, includes a multitude of intentional programs and achievements, ranging from simple provisions for part-time students by school boards in every province to the provision of educational opportunities for inmates of federal and provincial penitentiaries. One would not expect, or wish, that the legislative basis for such an enormous range of activities would be simple to display, describe or understand. Nevertheless, this study attempts to describe and understand such legislation as thoroughly as possible.

Thomas, W. (1987)

An analysis of "The Futurist" (1967-1987).

Master of Education thesis, University of British Columbia.

Thompson, B. E. (1986)

An analysis of Mezirow's work on perspective transformation and adult learning.

Master of Education thesis, University of British Columbia.

Thompson, Gordon (1983)

The relationship of the cognitive style of field-dependence/independence to distance education programs of instruction.

Canadian Association for the Study of Adult Education Proceedings, volume II, Ontario Institute for Studies in Education, Toronto, ON.

Post-secondary educational institutions are increasingly developing distance education programs of instruction. These programs are being developed so as to respond to growing demands for greater access to educational opportunities for adults who are unable or unwilling to attend on-campus instruction. Research suggests however, that distance education programs, such as correspondence study and educational teleconferencing, may not be equally suited to the needs and characteristics of all such people. Persons well suited to such programs display characteristics such as autonomy and independence, and have less need of external structure and reinforcement. This paper argues that these characteristics are similar to those associated with the cognitive style of field-independence. Conversely, field-dependent persons appear to be less suited to such programs. This paper suggests that future research concerning distance education should explore instructional strategies and treatments which better accommodate significant differences among learners.

Thompson, M. M. (1986)

Factors influencing Saskatchewan occupational therapists' involvement in fieldwork.

Master of Continuing Education thesis, University of Saskatchewan.

Thornton, James E. (1984)

Issues affecting gerontology education and manpower needs in population aging.

Canadian Journal of Aging, v2, n3, p153-161.

Thornton, James E. (1984)

Attitudes of the elderly toward physical and leisure activity.

Ottawa, ON: Fitness and Sport Canada.

Thorsteinson, C. V. (1983)

The Brandon University Mature Student Centre: A model of an integrated academic and personal support program for adults entering university.

Canadian Journal of University Continuing Education.

This study examines the work of the Centre in providing integrated personal and academic support suitable to the interdependent needs of individual learners. The design, supports and mechanism for integration are described.

Thorsteinson, C. V., Daniels, K. R. & Gefellner, B. (1983)

Cognitive development among native and non-native adults in higher education.

Brandon, MB: Brandon University, Student Services.

Self-concept, ego-development, self-actualization and motive for participation in education are examined in relation to demographic information on native and non-native students.

Tobert, S. (1986)

Concerns of mothers in the first month postpartum.

Master of Arts thesis, University of British Columbia.

Tobin, Judith (1984)

The high technology industry and education in Canada. Report to UNESCO from the New Technologies in Canadian Education Study.

Toronto, ON: TVOntario.

Presents the opinions and concerns of representatives of high technology industry, their views on technology's effect on education, curriculum and teaching, on the division between education and training, and on attitudes toward higher education.

Todd, N. (1987)

The field of the psyche and the cultivation of human nature.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Tom, Allison Read (1987)

High hopes and small chances: Explaining conflict in a women's job training program.

In Jane Gaskell & Arlene McLaren (Eds.), Women and education: A Canadian perspective. Calgary, AB: Detselig Enterprises Ltd.

In this paper the author uses an anthropological perspective to examine the relations within a specific job training program for banking. The purpose of this paper is to explore the conflicts that arise in the training program and the ways trainers and trainees attempt to make sense of these conflicts.

Tomlinson, P. (1987)

A learner centered look at teaching in a community college.

Doctoral dissertation, University of Toronto (OISE).

Tough, Allen M. (1983)

Major intentional changes.

Canadian Association for the Study of Adult Education Proceedings, volume I, Ontario Institute for Studies in Education, Toronto, ON.

Some recent research on major intentional changes during adulthood has significant implications for the helping professions (adult education, staff development, health care, higher education, counselling, etc.). This research focussed on highly intentional changes. There are two key elements in defining highly intentional changes. CHOICE: the person definitely chose a particular change; conscious choice and intention were clearly present; the choice was voluntary, not coerced nor simply an intentional response. STRIVING FOR ACTION: the person took steps to achieve the chosen change.

Trussler, Marguerite J. (1983)

Report of the Task Force on Mature Students.

Edmonton, AB: University of Alberta.

Findings and recommendations of a University of Alberta task force study on the mature student are presented. Study objectives were as follows: to identify the characteristics of the mature student population at the university, to identify major concerns and needs of this populatin, to determine to what extent the university meets the needs of the mature student, and to survey the support mechanisms for mature students in the general community. The following institutional problems are examined: obtaining preadmission information; obtaining information from faculty offices; academic counselling; support services; choice of evening courses; residency requirements; registration; transfer of credits; credit by special assessment; parking; and study space. Situational problems are also covered: time pressures; balancing multiple responsibilities; finances; child care; lack of encouragement from family and peers; disruption of family life; and lack of peer group contact. In addition, the following academic concerns are addressed: examinations, essay writing, study habits, skill improvement, and upgrading and remediation. A bibliography and study questionnaires are appended.

Turner, Robert William (1987)

Attitudes of college students toward developmentally disabled peers.

Doctoral dissertation, Oregon State University.

The central purpose of this study was to examine the attitudes of non-disabled college students toward their developmentally disabled peers in the Transitional/Vocational Program, the Fairview campus of Fairview College, Alberta.

Tyndale, J. W. (1987)

The ethical program planner: An analysis of ethical issues arising at each stage of the program planning process.

Master of Education thesis, University of British Columbia.

Tyndale, V. (1987)

Enabling laity for ministry: An integral part of ministerial preparation.

Doctoral dissertation, University of Toronto (OISE).

Ulmer, C. E. (1987)

Medical self-help groups and health care practitioners: A study on collaboration from the perspective of medical self-help groups.

Master of Continuing Education thesis, University of Saskatchewan.

Vallée, Monique. (1986)

La reconnaissance des acquis des femmes sur le marché du travail rémunéré.

Montréal, QU: Centre d'orientation et de formation pour femmes en recherche d'emploi (COFFRE).

Cette recherche repose sur l'hypothèse que le reconnaissance des acquis peut apporter des pistes nouvelles de solution aux problèmes de l'insertion des femmes sur le marché du travail rémunéré.

Vanderkamp, J. (1984)

An economic model of Canadian enrolment patterns.

Guelph, ON: University of Guelph, College of Social Science.

This study attempts to explain the patterns of university enrolment by province since 1951. Demand variables relate to the stock of highly qualified manpower and job vacancies in this category; supply variables to the cost of attending university, including tuition fees, and student aid. Also included are real income, employment, and the effect of the young cohort size.

Vizer, S. (1987)

Revision of C.A.I. program for nurses "Introducing Computers to Nurses."

Master of Education thesis, University of Saskatchewan.

von Stein, J. (1984)

Providing university programs to people living in northern communities in Alberta, Saskatchewan and Manitoba: Three case studies.

Winnipeg, MB: University of Manitoba, Faculty of Education.

A description and comparison of efforts made during the 1970s to provide university programs to people living in northern communities, with major emphasis on the strategic environment and the critical issues in the development of higher education in the three northern regions involved.

Wagner, R. M. K. (1983)

Migration patterns of new university enrollers.

Canadian Association for the Study of Adult Education Proceedings, volume I, Ontario Institute for Studies in Education, Toronto, ON.

The purpose of this study was to investigate the 1976 migration patterns of university new enrollees in the faculties of Arts, Science and Education. This was achieved through an examination of university participation rates in the communities surrounding each university and the geographic distances between the communities and each university attended.

Wagner, R. M. K. (1988)

Distance education innovation, decision-making and cost control.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

In this paper the author presents a case study in which inexpensive computing spreadsheet technology was applied in an attempt to control the costs of a large-scale distance education innovation at the University of Saskatchewan.

Wagner, R. M. K. & Whale, W. B. (1988)

Community, distance education and the "Robin Hood Principle": A case study of the key actors in the process of introducing a distance education innovation into a community.

Adult Education Research Conference Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

In this study, the authors examine the implications for one community of introducing a distance education innovation that makes access to university courses equitable to communities regardless of their size. University and community people who were key to the project were interviewed to assess the effectiveness of university attempts to orient the community. The authors conclude that the introduction was partially successful even though the rationale was not yet fully accepted by community respondents. The study concludes with a series of questions emerging from the observations.

Waldron, Mark (1984)

Quality assurance and continuing education.

Canadian Journal of University Continuing Education, vX, n1, p53-64.

Walker, Gillian (1986)

The standpoint of women and the dilemma of professionalism in action.

Resources for Feminist Research, v15, n1, p18-20.

An examination of some features of working from the standpoint of women within, or in conjunction with, a professional context.

Walstrum, John William (1985)

A study of open-entry/open-exit occupational programs in selected public postsecondary institutions.

Doctoral dissertation, University of Maryland.

A study of postsecondary institutions which have successfully utilized an open-entry/open-exit format in occupational programs is described. The major purpose of the study was to determine characteristics, problems and recommendations of personnel with experience in open-entry/open-exit systems. The study required the development of a survey instrument which was sent to selected institutions in the United States and Canada.

Warner, Ronald (1983)

Efficacy of an empathy skill development videotape program for teachers.

Toronto, ON: Ryerson Polytechnic Institute, Counselling Services.

The purpose of this research was to determine whether teachers can improve their interpersonal skills as a result of viewing an empathy skill development videotape program. Produced with the help of students and faculty, the 38-minute program is based on the Carkhuff model of systematic training in interpersonal skills and illustrates teachers performing at various levels of empathic responses, as well as describing specific steps for improvement.

Warner, Ronald (1984)

The status of university counsellors.

University Affairs, March, p22.

Report of a survey of university counselling directors.

Warren, Catharine E. (1986)

British women with interrupted technological careers: Societal attitudes and patterns of childhood socialization.

Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

Growing concern has been expressed in many Western countries about the under-representation of women as engineers, scientists and technologists. Job and career opportunities of the future point to technological professions and occupations, areas traditionally avoided by girls and women. Females do not enter such areas because they are not prepared to do so. Subtle, as well as not-so-subtle, societal forces and cultural attitudes ultimately affect early socialization patterns affecting young girls. Using biographical data obtained from open-ended interviews and written life histories, this study examined early socialization of 94 British women who prepared themselves for technological or scientific careers. All the women interrupted their careers for family reasons and are now preparing to re-enter the workforce. The biographical material allows for a holistic analysis of career and family goals within the cutural context of British society. The work of this study documents that precursors of the achieving female in scientific and technological areas can be identified and analyzed through early childhood experiences. The themes identified and discussed include: the effect of class and gender cultures in school; the perception of normalcy and deviancy of self; the sense of individualism; and the stimulus of negative attitudes.

Warren, Catherine (1986)

Vignettes of life: Experiences and self-perceptions of new Canadian women.

Calgary, AB: Detselig Enterprises Limited.

A report of a study designed to describe those life experiences identified by female immigrants as being important in their lives and to identify their feelings about those experiences; to describe and to provide insights into the attitudinal bridging processes used by the female newcomers in making transitions from the "old" to the "new" culture; and to identify and describe the effect which the bridging process has had upon the women's changing concept of self. Seventeen immigrant women associated with the Calgary Immigrant Women's Centre were interviewed.

Warren, Catharine (1987)

Feminist discourse and the research enterprise: Implications for adult education research.

Canadian Association for the Study of Adult Education Proceedings, McMaster University, Hamilton, ON.

At a 1987 Canadian conference on feminist approaches to research methodologies, many of those attending, upon reflecting on their experiences as researchers, developed an epistemological framework which critically examined three types of suggested solutions to feminist claims. Each solution had its epistemological structure, and research studies and results pertaining to that structure could be examined and analyzed. These solutions were: feminist empiricism, feminist standpoint, and feminist post modernism. In this study, each of these viewpoints is identified and discussed. The advantages and disadvantages of each are examined in the light of its implications for adult education. In particular, the author reviews feminist post modernism as a complex but interesting solution, especially because of its articulation with other intellectual movements. Collectively these strands of intellectual inquiry have been referred to as critical theory, an area of current interest in the field of adult education.

Watts, David Weldon (1986)

Creativity and catharsis: The psychoanalytic perspectives of Melanie Klein.

Master of Education thesis, University of Alberta, Department of Educational Foundations.

Way-Clark, R. (1987)

Older women entering university: Overstressed and underserved.

Master of Arts thesis, Dalhousie University

Welton, Michael R. (1987)

Reclaiming our past: Memory, traditions, kindling hope.

In Michael R. Welton (Ed.), Knowledge for the people: The struggle for adult learning in English-speaking Canada, 1828-1973. Toronto, ON: OISE Press.

In this introductory paper the author grapples with the problem of the invisibility of adult educational thought and practice within mainstream Canadian historical writing and the historical amnesia of the Canadian adult education community. Further, he provides critical commentary on the selected essays in the book.

Welton, Michael R. (1987)

Mobilizing the people for socialism: The politics of adult education in Saskatchewan, 1944-45.

In Michael R. Welton (Ed.), Knowledge for the people: The struggle for adult learning in English-speaking Canada, 1828-1973. Toronto, ON: OISE Press.

This study examines the development of socialism in the Prairie provinces at the end of the Second World War and the resulting victory of the Co-operative Commonwealth Federation (CCF) in Saskatchewan.

Welton, Michael R. (1987)

"On the eve of a great mass movement": Reflections on the origins of the CAAE.

In Frank Cassidy & Ron Faris (Eds.), Choosing our future: Adult education and public policy in Canada. Toronto, ON: OISE Press.

In this paper, the author provides an examination of the early history of the CAAE in an effort to provide content and depth for current discourse about the social purpose of adult education. He argues that the Canadian adult education community urgently needs to recover its great moments and liberatory traditions.

Wesche, M., Hauptman, P., Edwards, H. P. & Clement, R. (1985)

Teaching a second language through subject-matter sheltered courses.

Ottawa, ON: University of Ottawa, Centre for Second Language Learning.

A study to examine the increase in students' competence in a second official language through elaboration of subject-matter courses (psychology and history)

taught in the second language and tailored to the students' level of fluency.

Wesche, M. & others (1986)

Post-secondary follow-up of former French immersion students in the Ottawa area: A pilot study.

Ottawa, ON: University of Ottawa, Centre for Second Language Learning.

The report summarizes findings of a pilot study of 1985 graduates of bilingual high school programs at the University of Ottawa and Carleton, Queen's, and McGill Universities. Data on French language proficiency, attitudes toward the French language, and current patterns of French use at the universities are compared for early and late immersion students and for two of the universities' samples. A major objective of the study was to develop and refine a methodology and battery of instruments for postsecondary followup studies of immersion graduates for use throughout Canada. A secondary objective was to describe postsecondary institutional response to the growing clientele of bilingual anglophone students, including French language course offerings, opportunities to use French, and institutional support and recognition of French language activity.

Wesche, M. & others (1987)

The Ontario Test of English as a Second Language (OTESL): A report on the research.

Toronto, ON: Ontario Ministry of Education.

The Ontario Test of English as a Second Language (OTESL) is a battery of instruments and procedures for evaluating the English proficiency of second language speakers in postsecondary institutions in Ontario. A Post-Admission test measures performance in reading, listening, and writing. An Oral Interaction Test is based on tasks of increasing difficulty, from social interaction to academic language. Alternative versions have been supplied for science and non-science students. A Placement test has been developed for pre-admission needs. The battery was tested with secondary, college, and English-as-a-second-language students. Reliability and validity were adequate, and on the whole, test items discriminated between better and poorer students. Further data collection and revision of test instruments are needed.

White, H. (1987)

Learning from the experiences of women as widows.

Doctoral dissertation, University of Toronto (OISE).

Wilkinson, John & Murray, Carolyn (1988)

Continuing education for librarianship: Who benefits and why.

Canadian Library Journal, v45, n1, p42-46.

A population of more than 200 participants in 9 Canadian continuing education workshops was used to test assumptions as to who benefits from continuing education in librarianship and what factors determine workshop registration. Topics for future research are suggested.

Williams, David S. (1987)

Correlates of motivational orientations in employer-funded education.

Master of Arts thesis, University of British Columbia.

Williams, David S. (1988)

Toward a typology of participants in employer funded education

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

The primary purpose of this study was to examine whether participating employees are motivated by "job" or "non-job" reasons. A secondary purpose was to examine the extent to which types of employees (identified by socio-demographic characteristics) differed with respect to the extent to which they were motivated by "job" and "non-job" related reasons.

Williams, Lowell L. & Hamilton, A. Bruce (1983)

Mandatory continuing education: Would it increase competence?

Canadian Journal of University Continuing Education, vIX, n2, p17-25.

Society has judged that selected services should be provided to the public only by persons who are qualified to do so. It is reasoned that low quality service can cause unacceptably high levels of damage not only to the direct receivers of the service but also to the general public. The concept of competence implies, as a prerequisite, the concept of being knowledgeable. Being knowledgeable includes know-how, that is, knowledge of systems, methods and procedures, and skills.

Wong, Angelina T. (1988)

A study of students in part-time degree studies at the University of Saskatchewan: Implications for program planning.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Given the changes in the context of higher education in the past decade and the increasing numbers of students participating in part-time studies, this study was initiated in the spring of 1987 to gather information that would assist the Extension Division at the University of Saskatchewan in the long-term planning of part-time degree studies programs.

Wong, Charles (1988)

Measuring completion rates in distance education.

Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

This study was designed to contribute to theory about, and the operation of, distance education. There were two purposes: 1) to create and examine the conceptual and psychometric properties of four components that comprise program "outcome" usually sought by distance educators; and 2) to examine the extent to which four "student" socio-demographic variables and four "program" variables were related to programme "outcome".

Worger, G., Morgan, L. M. Ally, M, & Strong, S. (1984)

Alternate training delivery project: Second period electrician apprentices.

Edmonton, AB: Northern Alberta Institute of Technology.

This paper reports on the conversion of an eight-week lab/lecture apprenticeship training course into a self-paced modular format permitting off-site delivery without requiring duplication of the facility. The alternative delivery system was cost-effective, reduced training time, produced greater student throughput, achieved at least equivalent levels of learning, and was acceptable to students and staff.

Wright, Phillip C. (1985)

Liberal arts education and vocational credibility: Associations may have the answer.

Canadian Journal of University Continuing Education, vXI, nl, p59-70.

Graduates of "arts" faculties often have difficulty when competing for employment against those with business and science qualifications. Part-time learning programs, sponsored by professional associations and institutes and administered by continuing education departments, are seen as a possible solution to this problem. In this paper, the author explores the field of business-oriented, association-sponsored education.

Yeshewalul, Ayele & Griffith, William S. (1984)

Agricultural extension workers' roles in Canada and the United States.

Adult Education Quarterly, v34, n4, p197-212.

This research examined the effects of government and the university organizational models and of performing regulatory functions on American and Canadian agricultural extension workers' role perception and role performance.

Yoro, Carlos A. (1986)

Consumerism in second language learning and teaching.

Canadian Modern Language Review, v42, n3, p669-687.

The rights and responsibilities of students as consumers, and of teachers of English as a second language as producers, are discussed based on student opinion research. The implications of learner involvement for learner-centered classroom pedagogy are examined.

Young, A. (1987)

The effects of an assertiveness training workshop for women on assertion and self esteem.

Master of Education thesis, University of Alberta, Department of Educational Psychology.

Young, Lynne (1984)

Needs assessment surveys.

Ottawa, ON: Carleton University, Centre for Applied Language Studies.

A student-conducted survey in the English-as-a-second-language (ESL) unit of Carleton University's Centre for Applied Language Studies was taken to determine the types of language activities students would like to have in their courses. The survey had two objectives: to get a description of types of assignments and tests used in a variety of courses in a range of disciplines; and to heighten students' awareness of their needs. Several potential problems of this and similar studies surfaced during the survey: 1) rapidly changing student demographics may cause student needs to change from year to year; 2) the ESL student population is heterogeneous and may not have a common core of needs;

3) the survey may not have been thorough enough; and 4) due to late registrants, the survey took too long to be of maximum usefulness. The process would be more useful if several surveys were conducted during the year to provide a database of student needs, allowing teachers to develop each course based on the characteristics of students who enroll in it.

Zacharko, P. E. (1987)

The charter of rights and freedoms -- Implications for education.

Master of Education thesis, University of Alberta, Department of Educational Administration.

Zamel, Vivian (1983)

In search of the key: Research and practice in composition.

Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages, Toronto, ON.

It is important that teachers help students to realize that writing is not simply a product, or a means to an end, but an exploratory, cyclical process. Research has shown that skilled writers conceptualize the effect of their writing as a whole, as a generative process, whereas unskilled writers are distracted by surface-level features and are less aware of the exploratory nature of writing. In light of these findings, methods are proposed for teachers to involve students in the composing process and thereby better prepare them to become independent writers. Some of these activities include: allowing students to be creative and purposeful in their writing; initiating free-writing activities that develop skills for exploring and discovering fresh ideas; and observing students' writing processes closely and noting areas of difficulty.

Zysman, Paul (1988)

Community economic development and adult education.

Adult Education Research Conference Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Community economic development (CED), with its process of community participation, control and/or ownership, and its goal of local socio-economic development, heightens the community residents' motivation to further participate in CED's "learning and development" praxis. As such, CED is an educational intervention that can help low-income community residents break their poverty cycle.